



## **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 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?
- ⇒ **Implications** of migration.

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 work can be found [here](#). You can contact us via [research@iom.int](mailto: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 international migration, and learn about migration inflows and outflows.

**WMR Chapter Focus:** This module will draw on Chapters 2 and 3 of the World Migration Report.

**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 why 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.

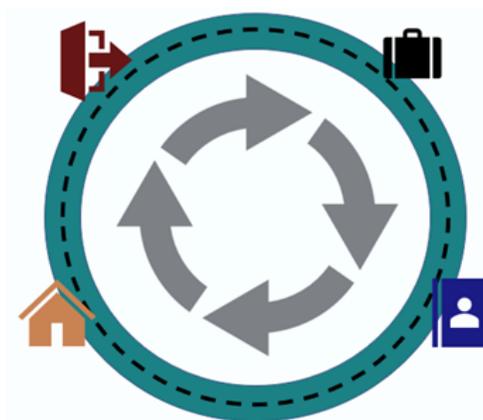
### The Migration Cycle

#### 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: World Migration Report 2022 (forthcoming).

#### Key terms

Migration

Migration Cycle

International Migration

Internal Migration

#### Key resources on the topic

[World Migration Report 2020, Chapter 2](#)

[IOM Glossary of Key Terms](#)

## Internal and international ‘migration’

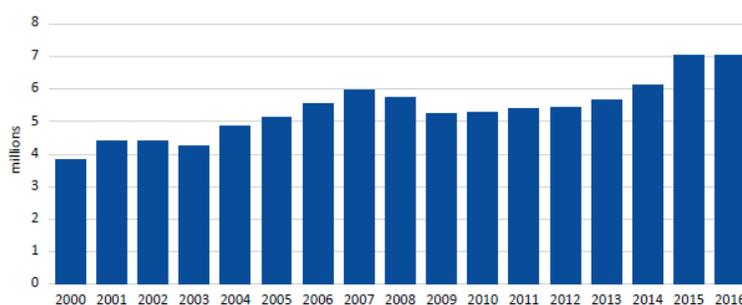
For demographic purposes, migration can be classified into two broad types: international and internal migration. In a general sense, 'migration' is the process of moving from one place to another. To migrate is to move, whether from a rural area to a city, from one district or province in a given country 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, 2000–2016 (millions)



Source: OECD, n.d.a.

Source: [World Migration Report 2020](#), Chapter 2, Page 31

## 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.

## Module 1: What is migration?

### Text case study

Below is a short text drawn from Chapter 2 of the World Migration Report. Review it 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?**

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**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?**

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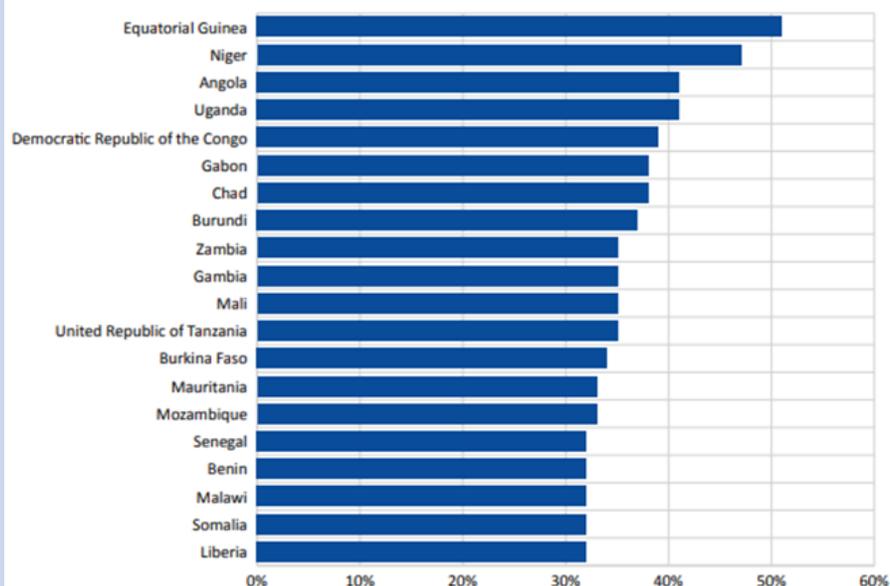
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## Migration and population change in Africa

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?**

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**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?**

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## 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 at <https://missingmigrants.iom.int/> 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?

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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
Africa			
Asia			
Europe			
Latin America and Caribbean			
Northern America			
Oceania			

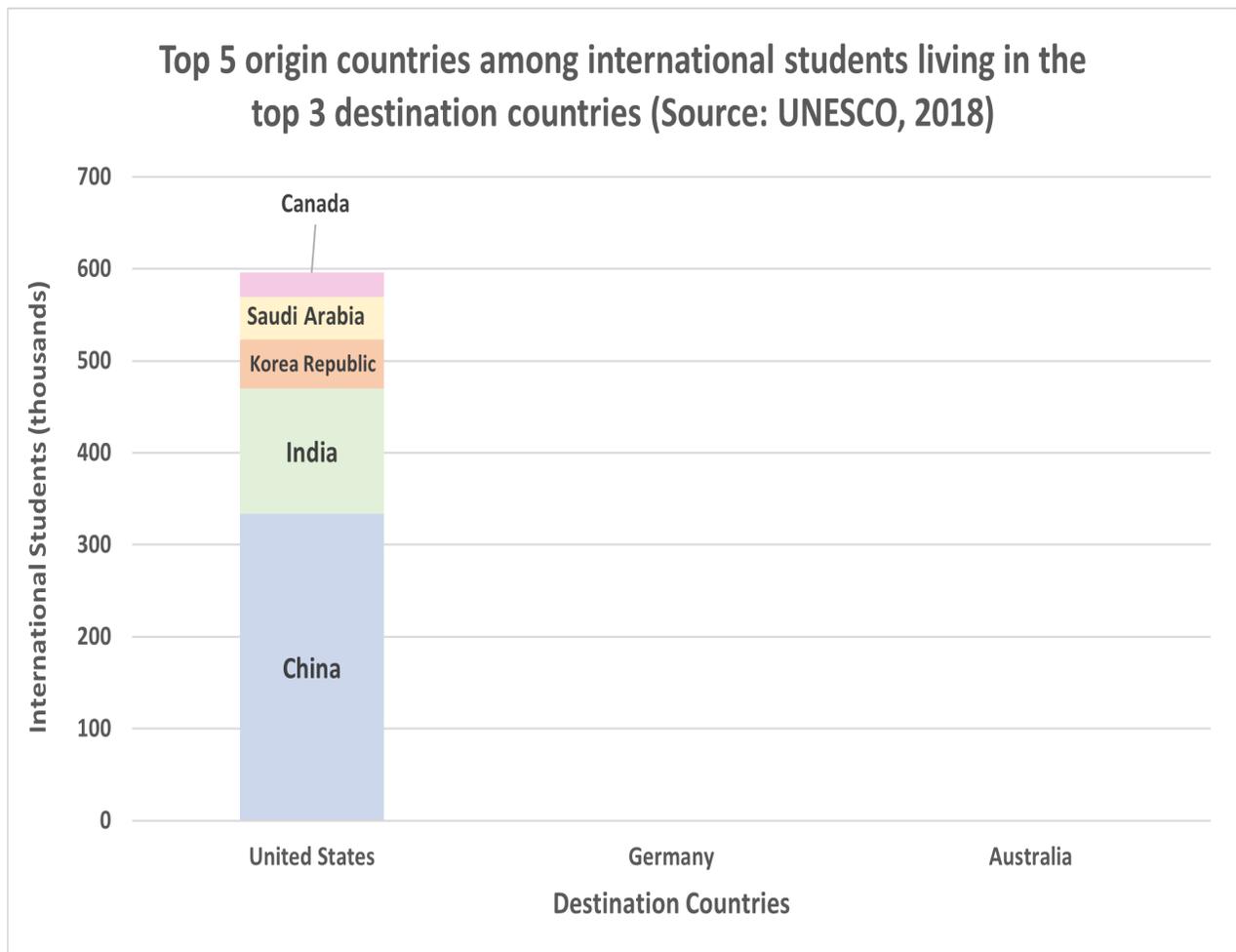
## Module 1: What is migration?

### 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?"**

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

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## 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, 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**

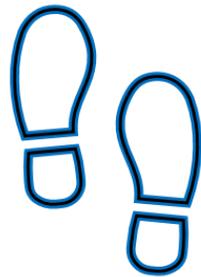
- ⇒ What are the three (3) most important additional features that should be added to the Duolingo app to help the needs of migrants? Justify your answers.

#### **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 and what kinds of contributions migrants make to local communities in both origin countries and destination countries.

**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 Chapters 5 and 6 of the 2020 World Migration Report

**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 teacher 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 [www.storiesbehindaline.com](http://www.storiesbehindaline.com)) and talk to the class about their story and how they contributed to society after leaving their country of origin.

**Interactive Visualization:** Go to [www.storiesbehindaline.com](http://www.storiesbehindaline.com) and view the interactive migrant stories with your students. You can pick 2 or 3 to highlight.

## Resource Guide Module 2: Who migrates?

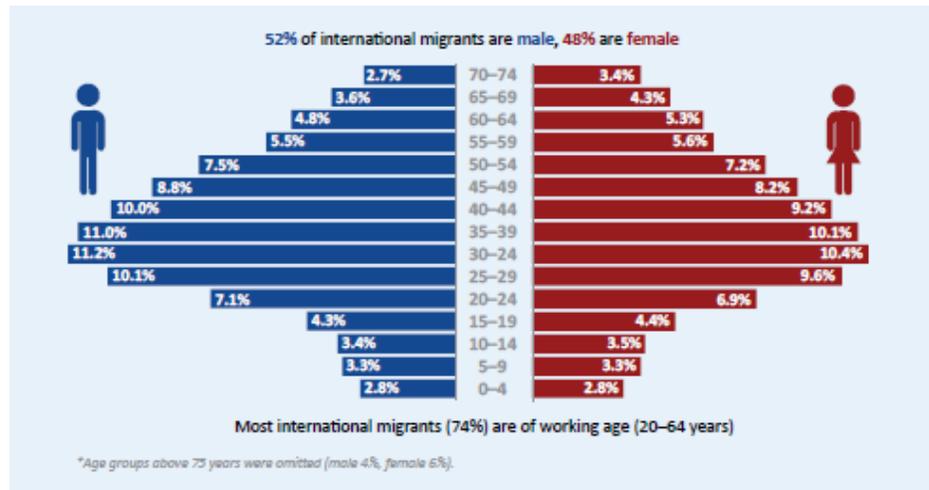
**Module #2 Learning Objective:** Students will be able to specify the broad patterns of who migrates, including migrant population trends broken-down by nationality, gender, age, and occupational background.

### Who migrates?

The current global estimate is that there were around 272 million international migrants in the world in 2019, which equates to 3.5 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

[World Migration Report 2020, Chapter 2](#)  
[World Migration Report 2020, Chapter 5](#)  
[World Migration Report 2020, Chapter 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 Labor 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 IDP? 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**

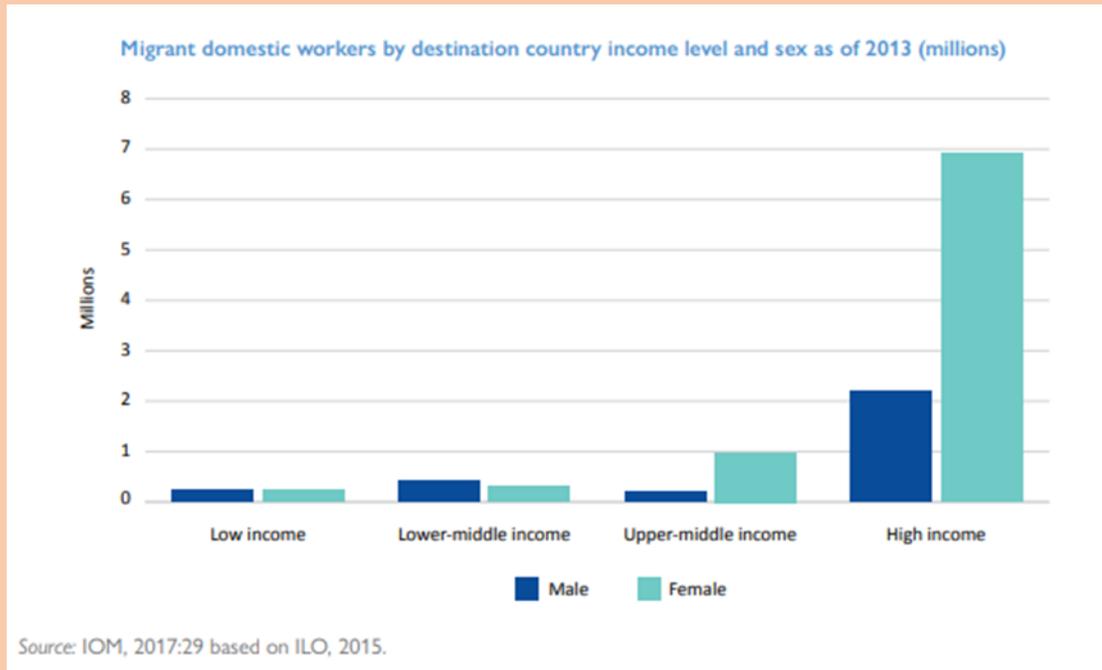
Historically, we know from decades of studies, data collection and analysis that there has been a strong bias toward the migration of young, working age-people who “self-select” (i.e. choose) to migrate internationally in order to realize opportunities in other countries. Outside of displacement settings, 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. The “feminization” of migration has been well documented, involving an increase in the number and proportion of women and girls migrating internationally

as well as a trend toward them migrating independently rather than as family members. 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. The latest 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?**

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**2. The selection refers to the "feminization" of migration. To what phenomenon does this term refer? Explain.**

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**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 migrant work?**

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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.

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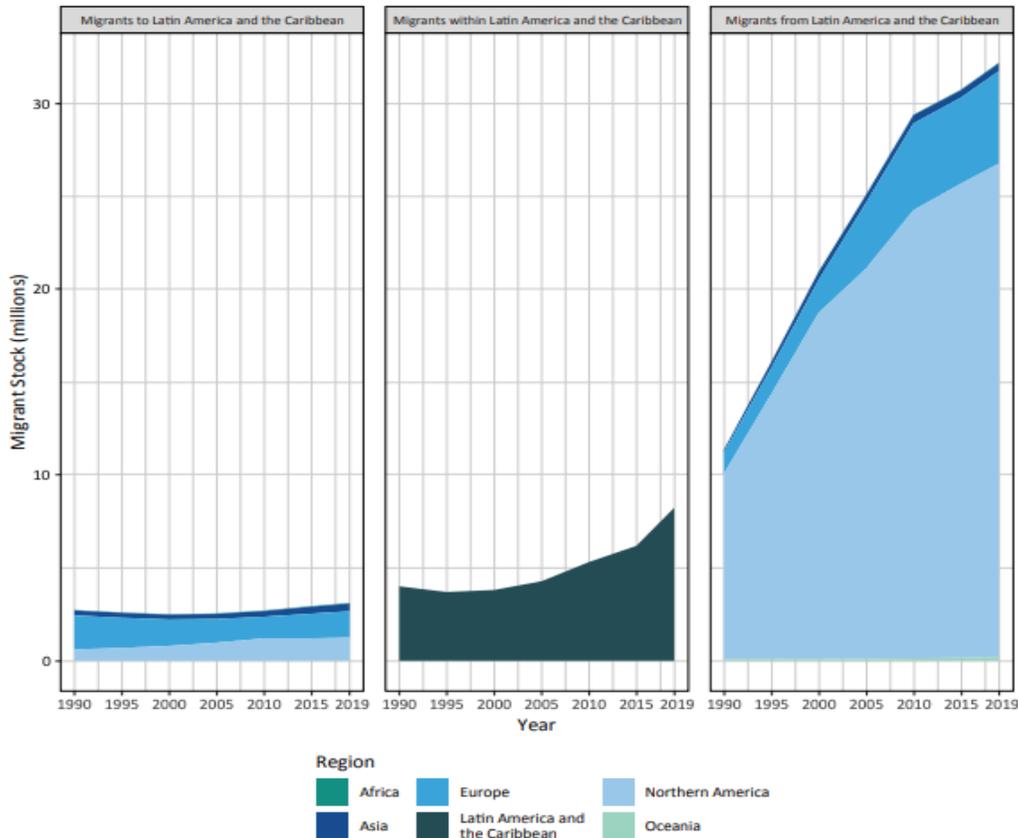
## Module 2: Who migrates?

### Data case study

#### Part 1.

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 [WMR 2020](#) p. 96 for this chart).

Figure 19. Migrants to, within and from Latin America and the Caribbean, 1990–2019



Source: UN DESA, 2019a.

1. Fill in the blanks below based on the figure above.

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

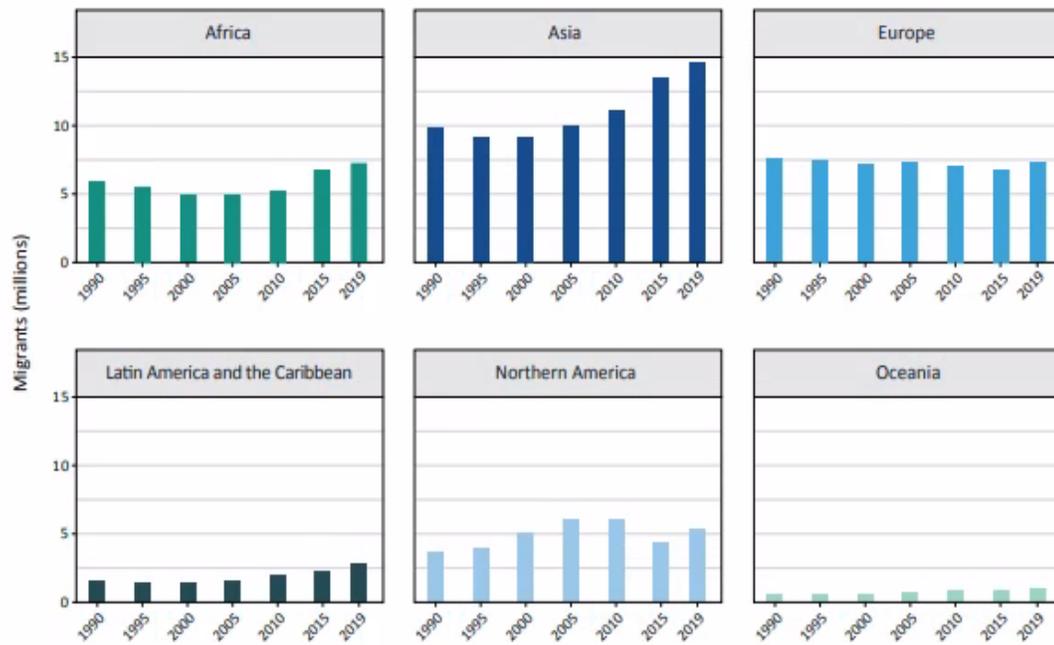
The number of migrants living in other countries within Latin American and the Caribbean has increased to around \_\_\_\_\_ million intraregional migrants in 2019.

The number of migrants from Latin America and the Caribbean who are living in other regions was approximately \_\_\_\_\_ million in 2019. This is an increase from the \_\_\_\_\_ million migrants who were living outside the region in 1990.

## Part II. Children and Migration

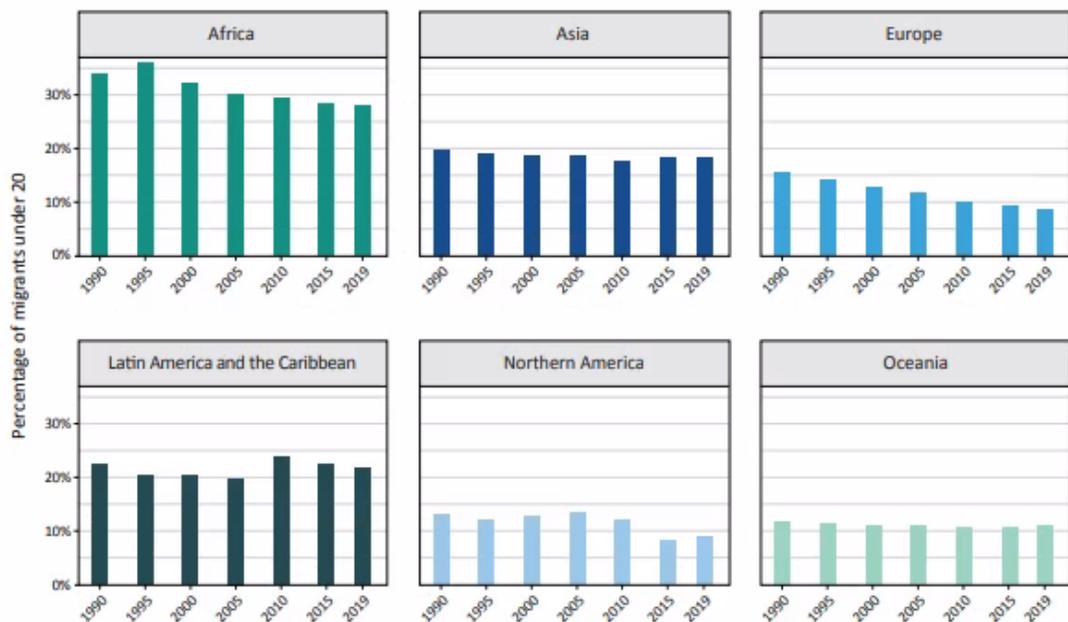
Child migration is a significant contemporary phenomenon. It is likely to increase in both scale and salience as the mobility of young people grows, a result of more affordable travel, climate change, growing technology mediated connectivity, increasing global inequality in the distribution of opportunity,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

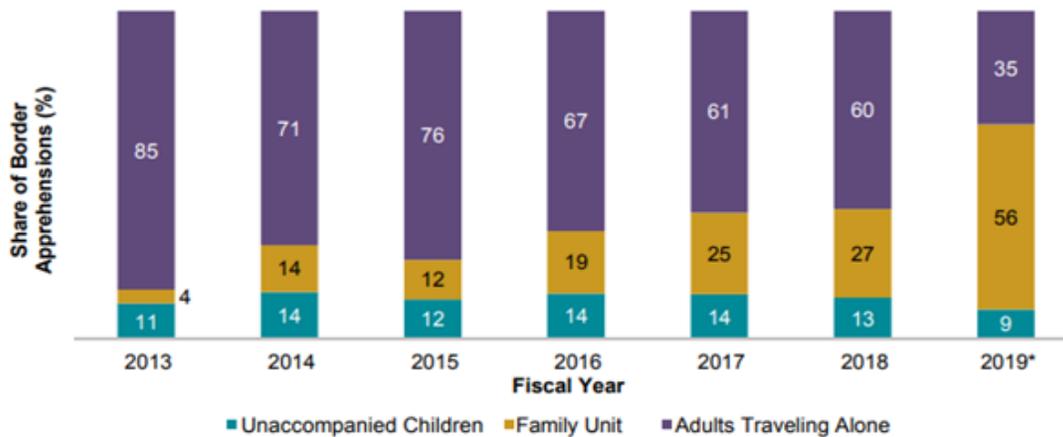
Figure 4. Share of international migrants under 20 years of age, by region



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](http://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](http://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](http://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](http://www.cbp.gov/newsroom/stats/sw-border-migration).

Source: MPI 2019

1. Look at Figure 3 from Ch 8 of the World Migration Report. 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 WMR, 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:

⇒ [World Migration Report 2020](#) -- specifically chapters 2 and 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

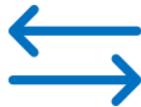
**Data Director** -- compile and analyze data on the topic on a global, regional, and county level

**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. In the Interactive Scenario students will study the drivers of migration and the different factors influencing migration flows through a role-play activity.

**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 Chapter 2 and Chapter 5 of the 2020 World Migration Report

**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: Module One Scenario Interactive Activity: City Council Hearing to determine what services can meet the needs of migrants coming into a city.

**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:** City Council Hearing to learn about migrants groups

**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 [www.precisionforcovid.org/africa](http://www.precisionforcovid.org/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 [www.therefugeeproject.org](http://www.therefugeeproject.org) and pick one country (hover over the country) to discuss refugees in depth.

## Resource Guide Module 3: Why do people migrate?

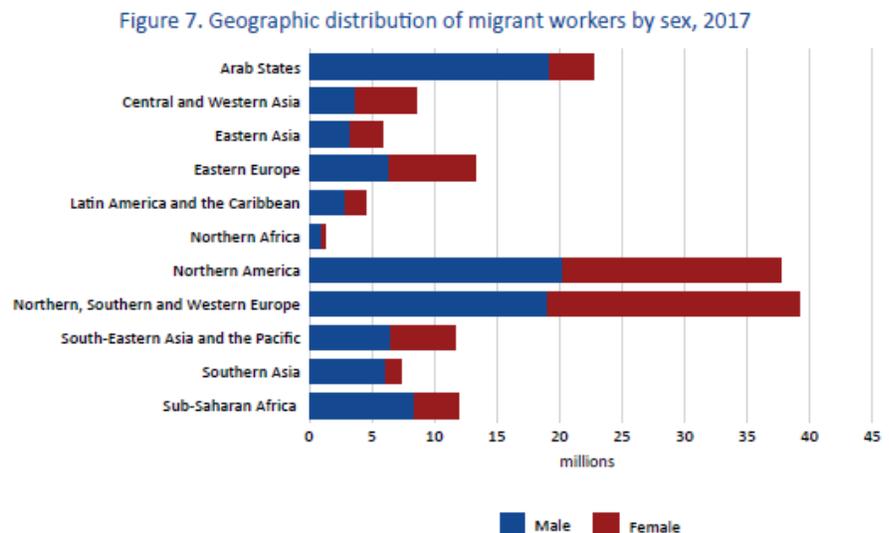
**Module #3 Learning Objective:** Students will be able to discuss the multi-faceted drivers of migration (including, economic, social, environmental, and conflict components) and the decision to migrate, which works along a continuum, from completely voluntary to forced.

### 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

Labor 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 164 million migrant workers around the world in 2017, accounting for nearly two thirds (64%) of the (then) 258 million global stock of international migrants.



Source: ILO, 2018; [World Migration Report 2020](#), Chapter 2, Page 35

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.

### Key Terms

- Drivers of migration
- Environmental migration
- Displacement
- Mixed Motivations
- Migration Aspirations

### Research and Analysis on the Topic

- [World Migration Report 2020, Chapter 2](#)
- [World Migration Report 2020, Chapter 7](#)
- [Global Report on Internal Displacement 2019](#)
- [Global Trends: Forced Displacement in 2020](#)

## Refugees and Asylum-seekers

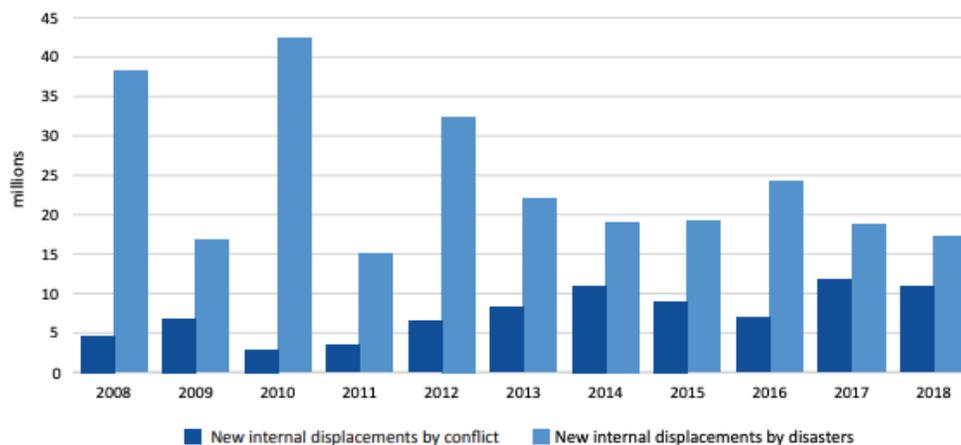
### The global refugee population was 25.9 million in 2018

- ⇒ 20.4 million refugees were under the mandate of the United Nations High Commissioner for Refugees (UNHCR) and 5.5 million were Palestinian refugees under the mandate of the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) in the Near East.
- ⇒ 52 per cent of the global refugee population was under 18 years of age.
- ⇒ There were also approximately 3.5 million people seeking international protection and awaiting determination of their refugee status, referred to as asylum seekers.

## Displacement from disasters around the world

The number of internally displaced persons due to violence and conflict reached 41.3 million, the highest number on record since the Internal Displacement Monitoring Centre began monitoring in 1998. Many more people are newly displaced by disasters in any given year, compared with those newly displaced by conflict and violence, and more countries are affected by disaster displacement. This is apparent when examining the number of countries and territories in which new displacements occurred in 2018.

Figure 12. New internal displacements by conflict and disasters, 2008–2018 (millions)



Source: IDMC, n.d. (accessed 4 June 2019).

Source: [World Migration Report 2020](#), Chapter 2, Page 46

## Reflection questions

1. In 2017, 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 two main reasons why people are displaced from their homes or home countries?
3. What does the chart on this page show about conflict and disasters as reasons for the displacement of people between 2008 and 2018? Explain your answer.
4. Study Figure 8 and Figure 9 on pp. 40-41 of the [World Migration Report](#). Focus on the top two countries in each figure. What correlation do you see between number of refugees by country of origin and country of destination? What might explain this correlation?

## Module 3: Why do people migrate?

### Text case study

Read the selection from the World Migration Report 2020 and then answer the questions.

**Annual net migration to both New Zealand and Australia has declined.** In the year that ended November 2018, New Zealand had a net migration of a little over 51,000, slightly down from around 52,000 in the year ending December 2017; estimates for Australia's net overseas migration in the year ending June 2018 was 237,200 people, a 10 per cent drop from the year ending June 2017. The regions where migrants to Australia are born have changed in recent years; since 2014, the largest number of immigrants have largely come from Asia as opposed to traditional regions of origin, including Oceania and Europe. For example, the number of migrant arrivals from South and Central Asia have now surpassed those from North-West Europe and Oceania. In 2019, 30 per cent of Australia's population was foreign born, in comparison with 21.3 per cent in Canada and 15.4 per cent in the United States. The United Kingdom has consistently been the main origin country of migrants in New Zealand for decades, with a notable increase in the number of Asian migrants, particularly from China and India, as well as a considerable population of people from the Pacific including Fiji, Samoa and Tonga. In 2017, New Zealand's foreign-born population constituted nearly 23 per cent of the country's total population. In both Australia and New Zealand, there are a significant number of temporary workers. Over 209,000 people were granted work visas in New Zealand in 2016/2017, an increase of 9 per cent from 2015/2016. The largest origin country of temporary migrant workers in New Zealand was India in 2016/2017, followed by the United Kingdom, China and Germany. Both countries also attract a large number of international students. The number of international students has increased since 2012 in Australia, reaching a record high of nearly 700,000 in 2018, while there were over 91,000 student visa holders in New Zealand in the year 2016/2017, with most students primarily from China and India.

**Economic challenges influence emigration from Pacific Island countries.** Many Pacific Islands continue to experience persistent challenges related to poverty and inequality. The Islands' economic growth has also been hampered by their remoteness or vast distances between them and larger markets, limited natural resources and narrowly-based economies. Additionally, the subregion is experiencing a significant "youth bulge", with 70 per cent of the population in Solomon Islands, for example, under the age of 34. This has resulted in a significant number of young people struggling with unemployment, leading to a high degree of labour emigration. Since 2007, seasonal labour migration schemes have helped to relieve labour shortages in the Pacific Islands, with the establishment of New Zealand's Recognised Seasonal Employer scheme and Australia's Sea-

-sonal Worker Programme in 2012, aimed at meeting labour needs, mainly in the horticulture and viticulture industries. Over 9,600 people from the Pacific Islands were granted visas under New Zealand's Recognised Seasonal Employer scheme during the 2017/2018 season and more than 8,000 under Australia's Seasonal Worker Programme during the same season. In 2018, a new labour scheme, the Pacific Labour Scheme (PLS), was established to fill gaps in low- and semi-skilled jobs in both rural and regional Australia. Importantly, while Australia and New Zealand remain the major destinations for labour migrants from Pacific Islands, labour emigration from these Islands has diversified, with Fijians and Tongans, for example, increasingly moving to countries such as Japan.

**Environmental change and degradation are also among the array of factors influencing many Pacific Islanders to migrate.** The Pacific region is extremely vulnerable to natural hazards, some of which are linked to climate change. Vulnerability to climate change and associated migration, displacement and planned relocation varies among Pacific Island countries and territories. Half the population in Kiribati and Tuvalu lives in overcrowded urban areas on atolls of narrow strips of coral with limited access to water and land. Incremental sea-level rise, saltwater intrusion and drought are important factors, among others, impacting people's decisions to migrate in the region, both internally and internationally. In this context, there is also growing discussion around the need for the planned relocation of groups and communities. For example, Kiribati, one of the States most vulnerable to the impacts of climate change, promoted the "Migration with Dignity" policy as a long-term adaptation measure. The policy aims to facilitate both permanent and temporary labour migration on a voluntary basis as a way of coping with the effects of climate change. Meanwhile, the Government of Fiji has been relocating people from several coastal villages that have been identified as highly vulnerable to the impacts of environmental change and degradation.

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?

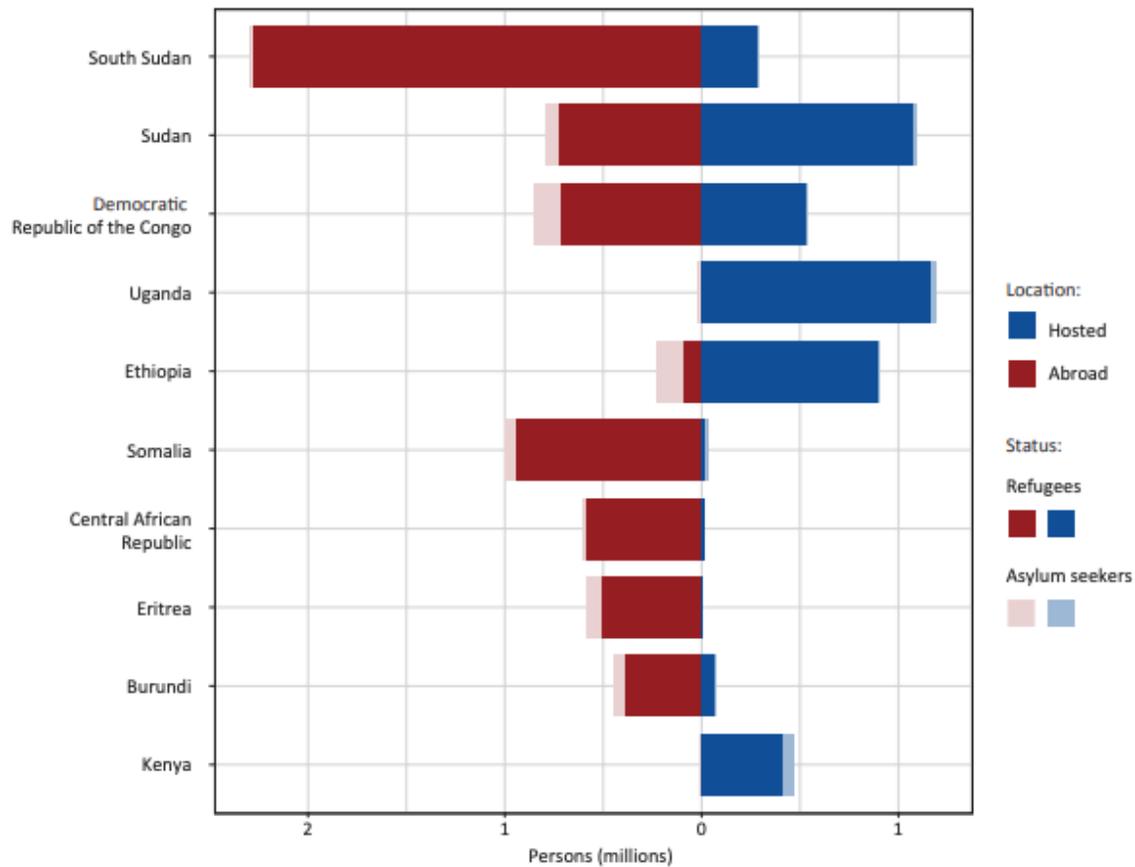
## Module 3: Why do people migrate?

### Data case study

#### Part I. Displacements (International)

Fill in the blanks below based on the figure.

Figure 5. Top 10 African countries by total refugees and asylum seekers, 2018



Source: UNHCR, n.d.

Note: "Hosted" refers to those refugees and asylum seekers from other countries who are residing in the receiving country (right-hand side of the figure); "abroad" refers to refugees and asylum seekers originating from that country who are outside of their origin country. The top 10 countries are based on 2018 data and are calculated by combining refugees and asylum seekers in and from countries.

1. Which three countries hosted the largest number of refugees in 2018?

- \_\_\_\_\_ with approximately \_\_\_\_\_ refugees
- \_\_\_\_\_ with approximately \_\_\_\_\_ refugees
- \_\_\_\_\_ with approximately \_\_\_\_\_ refugees.

2. Which countries had the greatest number of refugees living abroad in 2018?

- 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?

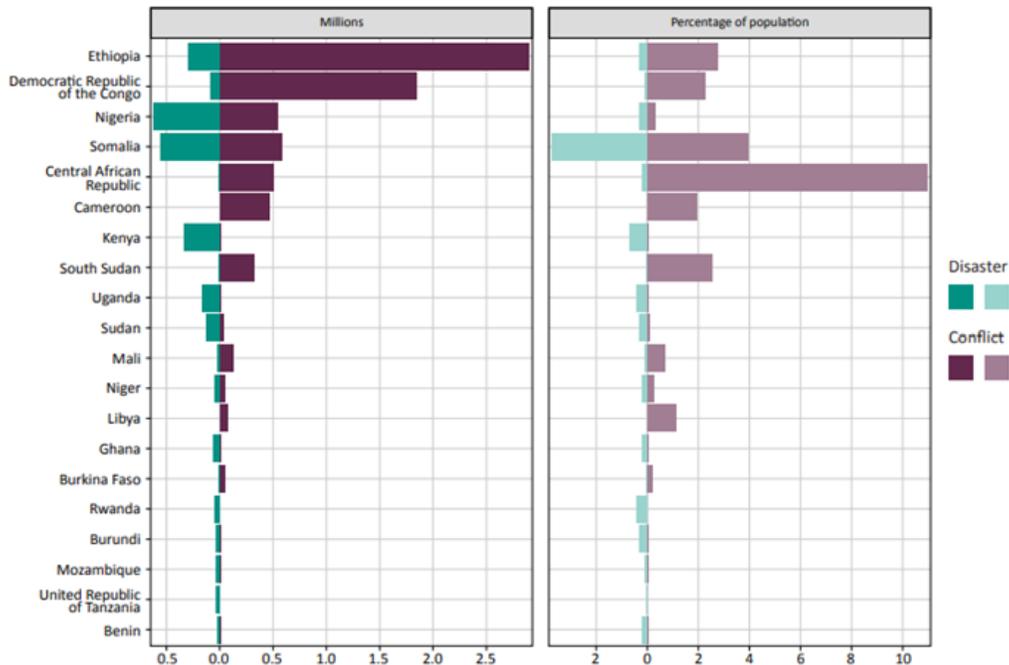
- A. \_\_\_\_\_ with approximately \_\_\_\_\_ asylum seekers.
- B. \_\_\_\_\_ with approximately \_\_\_\_\_ asylum seekers.

4. In the space below, list 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 6. Top 20 African countries by new internal displacements (disaster and conflict), 2018



Source: IDMC, n.d; UN DESA, 2017.

Notes: The term "new displacements" refers to the number of displacement movements that occurred in 2018, 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 2017 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 6 (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.

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**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 these 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?

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## 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 U.N. 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 (<https://www.internal-displacement.org/global-report/grid2020/>), 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 <https://www.internal-displacement.org/global-report/grid2020/downloads/2020-IDMC-GRID-conclusion.pdf>). Read the short excerpt. Write a paragraph explaining the two most important points made in the excerpt. Defend your answer.

## 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 (Overview) and Chapter 3 (Regional Dimensions)

**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 WMR. 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 interactive map found at the [World Migration Report website](#) 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 2020 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.

### Regional overview: Africa

Migration in Africa involves large numbers of migrants moving both within and from the region. The number of Africans living in different regions also grew during the same period, from around 17 million in 2015 to nearly 19 million in 2019. Since 2000, international migration within the African region has increased significantly. And since 1990, the number of African migrants living outside of the region has more than doubled, with the growth to Europe most pronounced. 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.

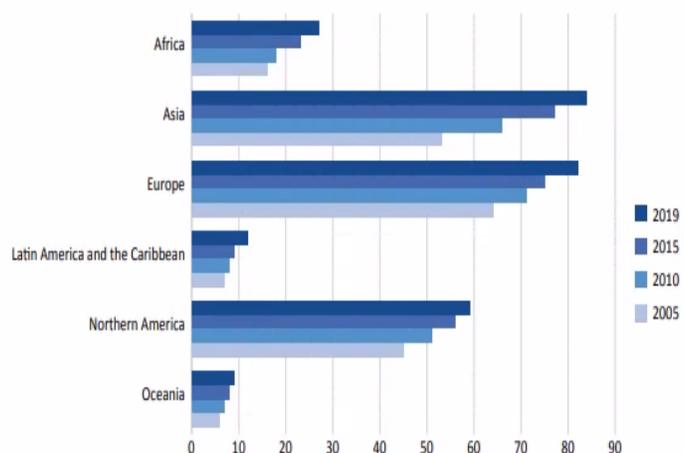
### Key terms

Origin Country  
Destination Country  
Regional Migration  
Migration Corridor

### 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 2019 (there were 272 million international migrants worldwide in 2019). More than half 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.

Figure 1. International migrants, by major region of residence, 2005 to 2019 (millions)



Source: UNDESA 2019/  
WMR 2020 Ch. 2

### Research and analysis on the topic

[World Migration Report 2020, Chapter 2](#)

[World Migration Report 2020, Chapter 3](#)

[International Migrant Stock 2019](#)

[World Migration Interactive](#)

### Regional overview: Europe

Over 82 million international migrants lived in Europe in 2019, an increase of nearly 10 per cent since 2015. A little over half of these were born in Europe but were living elsewhere in the region. In 1990, there were roughly equal amounts of Europeans living outside Europe as non-Europeans living in Europe. However, unlike the growth in migration to Europe, the number of Europeans living outside Europe has stayed about the same.

### 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: 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: 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.

### Reflection questions

1. Briefly explain what is meant by the term “migration corridor”.
2. In 2019, 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 Figure 16 on p. 89 of the [World Migration Report](#). What are the top 3 migration corridors involving European countries that do not involve the Russian Federation?
4. Again, examine Figure 16 on p. 89. Of the top 20 migration corridors involving European countries, which ones were between European and non-European countries?

## Module 4: Where do people migrate?

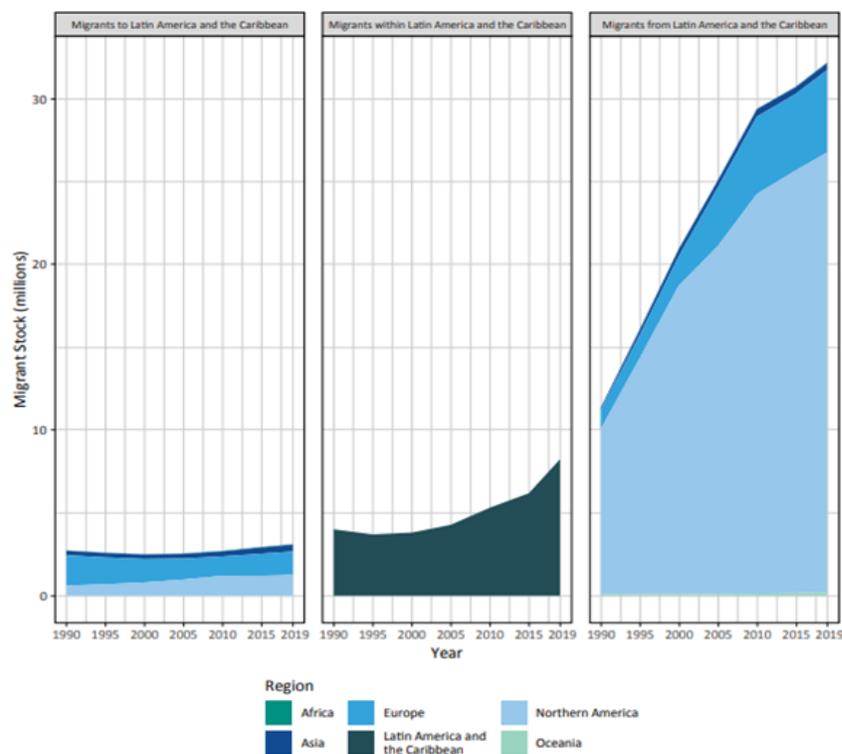
### Text case study

Read the selection from the World Migration Report 2020 and then answer the questions

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. As shown in figure 19, the Latin American and the Caribbean population living in Northern America has increased considerably over time, from an estimated 10 million in 1990 and 25.5 million in 2015 to 26.6 million in 2019. Another 5 million were in Europe in 2019; 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. Other regions, such as Asia and Oceania, were home to a very small number of migrants from Latin America and the Caribbean in 2019.

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 2019, the number of Europeans and Northern Americans living in Latin America and the Caribbean stood at 1.4 million and 1.2 million, respectively.

Figure 19. Migrants to, within and from Latin America and the Caribbean, 1990–2019



**Millions of South Americans continue to reside outside of the subregion, while at the same time the number of migrants from outside the subregion is slowly growing.** Emigration from South America is mostly related to work, fuelled by economic crises and political instability in origin countries. The United States is the largest destination country of South American migrants, with 3.4 million. The countries with the highest numbers of emigrants residing outside of South America in 2019 were Colombia (around 1.57 million), followed by Brazil (1.5 million) and Ecuador (around 1 million). At the same time, reduced opportunities in labour markets abroad, as well as improved economic conditions in the subregion, are contributing to the return of many South American migrants and a decrease in the rate of extraregional migration. The number of migrants in South America from outside the subregion is also growing. For example, since 2010, more people have emigrated from the EU to Latin America and the Caribbean overall, than from Latin America and the Caribbean to the EU. Many of these people are not return migrants, but rather EU nationals, primarily from Spain, Italy and Portugal. Migrants from these three origin countries collectively represented a population of over 800,000 people in South America in 2019. Increased numbers of Haitians, Cubans and Dominicans have also migrated to South America.

**Migration northward continues to be the predominant trend in Central America, Mexico and the Caribbean.** Mexico remains a prominent origin country, with thousands emigrating mainly to the United States each year. It is also a significant transit country for migrants travelling northward to the southern United States border. However, within a context of improving economic conditions and rising educational levels in the country, as well as stricter immigration enforcement in the United States, Mexico is an increasingly significant destination country for international migrants, some of whom may have been unable to enter the United States as initially planned. The total number of foreign-born persons in Mexico increased from around 970,000 in 2010 to a little over 1 million in 2019 – a majority of whom were North Americans, but also an increasingly larger portion of whom were migrants from other Latin American and Caribbean countries. However, the United States is by far the most popular destination for Central American migrants, with more than 90 per cent of Central American migrants living in the United States in 2017. Violence and insecurity, poverty and family reunification remain important drivers of migration from Central America. The most prominent intraregional migrant corridors involve Nicaraguans, Panamanians and other Central Americans moving to Costa Rica for temporary or permanent labour, and Central Americans (primarily from Honduras, Guatemala and El Salvador) migrating to Belize because of instability and a lack of employment opportunities. In the Caribbean, the most prominent intraregional migrant corridors include Haitians migrating to the Dominican Republic. There is also an increasing number of migrants from other regions, including those from Africa, transiting through Central America toward the United States.

**Irregular migrant flows in the subregion are dynamic, becoming increasingly complex as well as diverse.** Mexicans represented the vast majority of irregular migrants apprehended while attempting to cross the United States–Mexico border for many years. However, in recent years, apprehensions of Central Americans originating from the “Northern Triangle” region of Guatemala

-la, Honduras and El Salvador exceeded that of Mexicans at the United States–Mexico border. Fleeing violence, persecution and poverty, thousands of migrants from Central America trekked for thousands of miles toward the Mexico–United States border. A so-called “migrant caravan” began in Honduras in October 2018. As Honduran migrants made their way toward the United States–Mexico border, thousands more migrants from countries such as El Salvador and Guatemala joined the group. By the end of 2018, the migrant caravan had grown to thousands of migrants, many of them children. Several factors drove people to the caravan, including escaping violence in countries such as Honduras, fleeing extreme poverty and seeking better economic opportunities. The migrant caravan resulted in fierce political debate in the United States and prompted the Government to deploy more than 7,000 active-duty military officers to the border with Mexico. By early 2019, a few thousand migrants who managed to reach the United States border had been apprehended. Some received Mexican humanitarian visas, while others were deported or chose to return to their countries of origin. Hundreds of migrants in remained Tijuana, Mexico.

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 2019?

\_\_\_\_\_

2. What three South American countries have the highest number of emigrants living outside of South America as of 2019?

\_\_\_\_\_

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 LAC 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 on page 89 of the [World Migration Report 2020](#) 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 Chapter 2 of the WMR 2020 and on some chapters from the WMR 2018.

**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 following interactive map to explore the major migration routes that are used as people move around the world. <https://worldmigrationreport.iom.int/wmr-2020-interactive//>

## 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

[World Migration Report 2020, Chapter 3](#)

[World Migration Report 2018, Chapter 7](#)

[Migrant Smuggling Data and Research: A global review of the emerging evidence base, volumes 1 and 2](#)

## Dangerous Travel Routes for Migrants – The Darién Gap

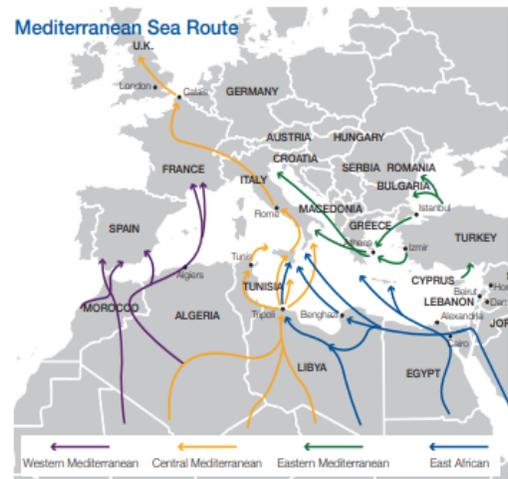
“The Darién Gap is a lawless wilderness on the border of Colombia and Panama, teeming with everything from deadly snakes to anti-government guerrillas. The region also sees a flow of migrants from Cuba, Africa and Asia, whose desperation sends them on perilous journeys to the U.S.”

“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 has 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, from [p. 23 of this World Economic Forum report](#) 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?

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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.'

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

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

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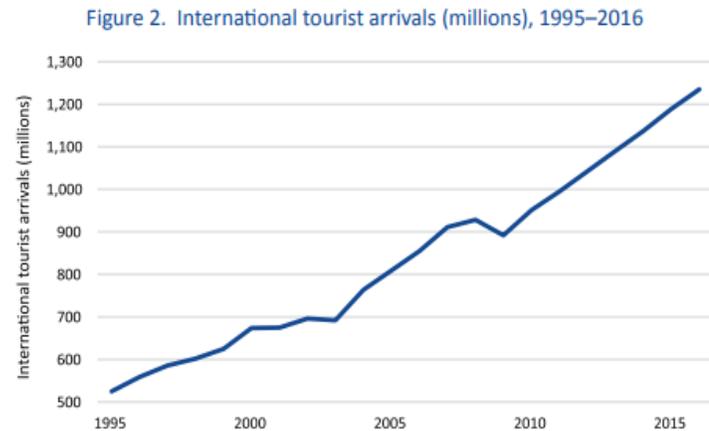
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## Module 5: How do people migrate?

### 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.'

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 <https://www.henleypassportindex.com/passport>) 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 Chapters 2 and 9 of the WMR 2020

**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 labor 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. Finally, ask students to think about the difference between a sudden weather event (like those above) and 'slow-onset' events such as rising sea levels, long-term drought and lead a discussion about how slow-onset events might impact migration around the world. What kinds of areas would people leave? What areas would they go?

**Interactive Visualization:** The following interactive map explores the major migration routes that are used as people move around the world. <https://worldmigrationreport.iom.int/wmr-2020-interactive//>

## 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

[World Migration Report 2020, Chapter 2](#)

[World Migration Report 2020, Chapter 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 a 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?



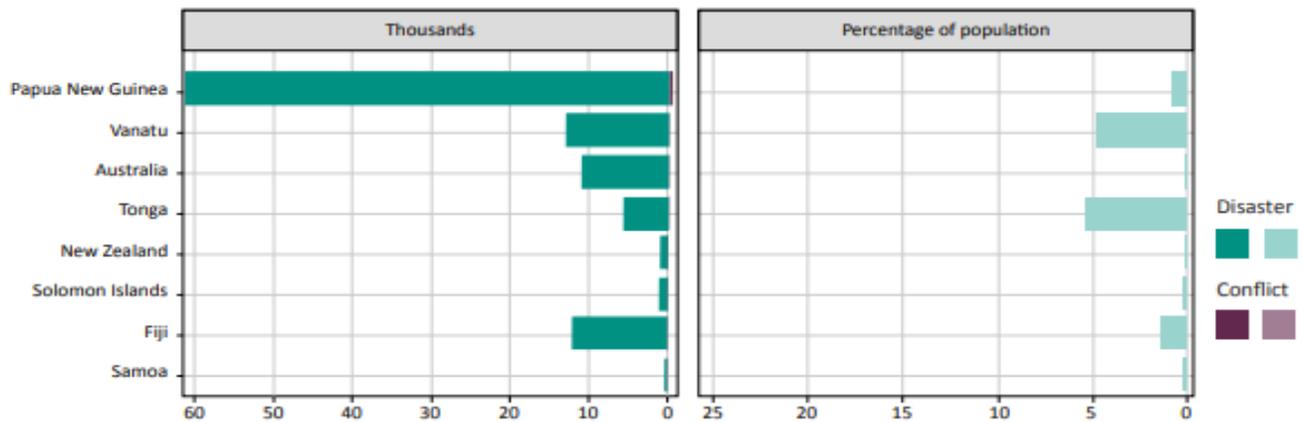
## Module 6: When do people migrate?

### 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 page 137 of the WMR 2020 and then answer the questions.

Figure 36. Top countries in Oceania by new internal displacements (disaster and conflict), 2018



Source: IDMC, n.d.; UN DESA, 2017.

Notes: New displacements refers to the number of displacement movements that occurred in 2018, 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 2017 UN DESA population estimates, and the percentage is for relative, illustrative purposes only.

1. As of 2018, which country experienced the greatest number of people newly internally displaced by disaster? Approximately how many people in that country were newly displaced in 2018?

Country: \_\_\_\_\_ Number displaced: \_\_\_\_\_

2. As of 2018, 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: \_\_\_\_\_

## 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 labor 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, labor 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 labor 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 labor in both industries but live segregated from citizens of Kerenthia. The government of Kerenthia has received criticism for labor 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 labor 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

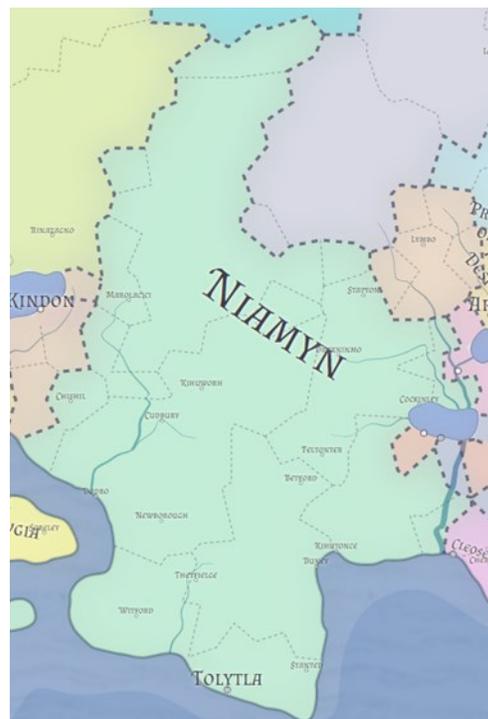
Agriculture: 25.4% of GDP

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 laborers. 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.

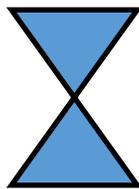
*Note-taker*—Takes notes for reference throughout the negotiations. Works with team to identify potential areas of common or diverging interests. Along with other note-takers, will draw up final document for signing if an agreement is reached.

*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.

## 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 of the WMR 2020

**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: Module One Scenario Interactive Activity: “Migrant Contributions to Communities”

**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:** U.N. 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 (<https://www.youtube.com/watch?v=teGCbHvZ7pY>) 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

[World Migration Report 2020, Chapter 5](#)

[World Migration Report 2020, Chapter 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 labor-exporting countries.

According to the World Bank, in 2018 overall global remittance grew 10% to US\$689 billion, including US\$528 billion to developing countries. Overall global remittance is expected to grow 3.7% to US\$715 billion in 2019, including US\$549 billion to developing nations. See Table 3 below from the WMR 2020 (p. 36) and answer the following questions.

Table 3. Top countries receiving/sending remittances (2005–2018) (current USD billions)

Top countries receiving remittances							
2005		2010		2015		2018	
China	23.63	India	53.48	India	68.91	India	78.61
Mexico	22.74	China	52.46	China	63.94	China	67.41
India	22.13	Mexico	22.08	Philippines	29.80	Mexico	35.66
Nigeria	14.64	Philippines	21.56	Mexico	26.23	Philippines	33.83
France	14.21	France	19.90	France	24.06	Egypt	28.92
Philippines	13.73	Nigeria	19.75	Nigeria	21.16	France	26.43
Belgium	6.89	Germany	12.79	Pakistan	19.31	Nigeria	24.31
Germany	6.87	Egypt	12.45	Egypt	18.33	Pakistan	21.01
Spain	6.66	Bangladesh	10.85	Germany	15.81	Germany	17.36
Poland	6.47	Belgium	10.35	Bangladesh	15.30	Viet Nam	15.93

1. Which countries were among the Top 5 countries to receive remittances in each of the years on the chart above?
2. Which countries were among the Top 5 countries to send remittances in each of the years on the chart above?
3. Which of the countries among the Top 5 countries to receive remittances had the largest increase of money received between 2005 and 2018?

## 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 WMR 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.

## **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 so 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 2020 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: Columbia, 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.