REGARD Output 6

Introduction to Mass Displacement

Handbook

1) Project Introduction

REGARD (REbuildinG AfteR Displacement), is co-funded by an EU Erasmus+ programme grant, will run for three years and is led by the University of Huddersfield's Global Disaster Resilience Centre, based in the UK. They are joined by a consortium of five higher education institutions from four countries in Europe and Asia. This three-year research initiative aims to develop competencies in rebuilding communities following a disaster and conflict induced mass displacements from the perspective of the built environment (BE).
In achieving this aim, the following objectives have been set out:

- To identify the needs of the communities following a disaster and conflict induced mass displacements in the perspective of built environment
- To investigate the role of the built environment in enhancing social cohesion between host and displaced communities
- To explore the knowledge, skills and competencies required by the built environment professionals to address the needs of the host and displaced communities
- To develop, test and implement an innovative series of training courses in catering the needs of the host and displaced communities
- To develop associated curricula and resources for teachers and learners
- To introduce new uses of ICT in education by formulating technology-enhanced learning environments and materials to facilitate teaching and learning
- To propose policy recommendations to BE professional bodies in upgrading the professional competencies to address the needs of the host and displaced communities

Accordingly, the project will address the needs of the host and displaced communities following a disaster and conflict induced mass displacements and facilitate successful resettlement. In enabling this, project will address the knowledge gaps of BE professionals and help to improve their competencies. The project also informs policy recommendations to BE professional bodies in upgrading the professional competencies to address the needs of the host and displaced communities. In doing so, the project seeks to develop a number of outputs, as well as organise a number of multiplier events and training activities in rebuilding communities following a disaster and conflict induced mass displacements.

Partner countries:

- University of Huddersfield, UK – Lead University
- Lund University, Sweden
- Tallinn University of Technology, Estonia
- University of Central Lancashire, UK
- University of Colombo, Sri Lanka

2) Content List

0. Introduction

1. Causes, contexts and dynamics of mass displacement

2. Legal, policy and institutional frameworks

3. Societal impacts of mass displacement

4. Stakeholders of mass displacement and their characteristics (displaced people, host / recipient communities, local and national government, NGOs, etc.)

5. Specific challenges of mass displacement:
    5.1 Language issues
    5.2 Health issues (mental and physical)
    5.3 Livelihoods and employment (including access to means, land, etc.)
    5.4 Access to education and training
    5.5 Addressing discrimination against displaced people

3) Introduction to the course (Please fill accordingly)

3.1 Course title: Introduction to Mass Displacement

3.2 Level: Continuous Professional Development

3.3 Number of Credits: ECTS

3.4 Duration (number of semesters):

3.5 Study hours:

3.7 Planned start:

3.8 Lead development /coordinating university: Lund University

3.9 Study programme / specialty: Rebuilding after displacement / non-specific

3.10 Prerequisite courses: None - Relevant level of educational achievement in any field

3.11 Complementary (subsequent) courses:

Mass Displacement and the Built Environment
Occupation-specific courses for Mass Displacement in the Built Environment

3.12 Course objectives:

- To understand the context of mass displacement.
- To introduce the terminology, policy and legal frameworks relating to mass displacement.
- To understanding the roles and interests of different organizations and stakeholders involved in mass displacement.
- To understand the societal impacts of mass displacement.
- To introduce best practices in terms of social cohesion and integration.
  To prepare students for industry- and occupation-specific courses.

3.13 Key learning outcomes:

Having successfully completed the course, the student is able to:
- Understand the processes and societal impacts of mass displacement.
- Appreciate the organizations and stakeholders involved in mass displacement and their various interests.
- Communicate and discuss the subject of mass displacement with reference to appropriate terminology and applicable policy and legal frameworks.
- Understand the issues that face both displaced and host communities and how these can be alleviated.

3.14 How the outcomes will be achieved:

- A series of lectures introduce principles, terminology, typologies and relevant frameworks to aid overall understanding of the mass displacement context. A wide variety of case studies are presented encompassing different mass displacement contexts and geographic regions to stimulate a richer and more detailed exploration of the subject matter. Various media and modes of presentation are employed to encourage student interest and motivation to learn more.
- Assignments are designed to challenge students to consider issues and discuss them in light of their own experience and knowledge. In this way they explore what they themselves know about the subject and build upon that - along the lines of problem-based learning.
- The course is presented as a Massive Open Online Course (MOOC) where the pace of learning is determined by the students themselves according to their own possibilities and preferences.

3.15 Course content

Topics	Sub topics
Module 1: An Introduction to Human Movement	1.1 Key concepts: Mobility, movement and migration 1.1 A typology of movement 1.1 A typology of movers 1.1 Being on the move: The logics behind moving 1.1 Preconceived ideas about movement 1.1 Summary
Module 2: Moving on with Movement	2.1 Key concepts revisited: Movement, movers and reasons to move 2.2 Introducing forced movement 2.3 Problematizing the forced-voluntary dichotomy 2.4 Implications of the terminology 2.5 Introducing displacement 2.6 Summary

Module 3: The Context of Mass Displacement	3.1 Introducing the displaced 3.1 Causes, contexts and dynamics of mass displacement 3.1 Legal, policy and institutional frameworks 3.1 Stakeholders of mass displacement 3.1 Summary
Module 4: Societal Challenges and Guidance for Integration	4.1 Societal impacts of mass displacement 4.2 Mass displacement related interventions 4.3 Durable solutions: Resettlement, integration and social cohesion 4.4 Integration: Best practices and lessons learned 4.5 Summary

3.16 Trainers

Mo Hamza
Professor
Division of Risk Management and Societal Safety
Lund University

4) Course Content

Introduction to Mass Displacement consists of four modules which aim to giver you a basic understanding of the contexts and dynamics of human movement, and more specifically of mass displacement. Together, they provide a foundation for subsequent courses which are more focused on the effects of mass displacement on the built environment, and on how to successfully work with rebuilding societies which have been subjected to mass displacements.

Some key features are common to all four modules. First of all, repetition is key, and modules have therefore been designed in a cyclical manner, often asking the students to repeat and reflect around what they learned in the previous module or section before building on that knowledge and moving on to the next section. Secondly, throughout the modules, there will be sets of questions for reflection. The purpose of these questions is either to ask the students to reflect around what they have just learned and apply that knowledge to real-world situations, or to pave the ground for new knowledge by asking the students to reflect on a certain topic before introducing that topic in more detail. Thirdly, all modules conclude with a summary, where the students will be reminded of the content from the module and what they are supposed to have learned, as well as a short quiz to test your knowledge.

Module 1: An Introduction to Human Movement
Studying mass displacement and fully grasping what is implicated by this concept requires a broader understanding of the academic field within which this concept is situated. Normally, one does not talk about mass displacement in isolation, but this concept is part of a very wide variety of fields and sub-fields which look upon movement and mobility from a variety of perspectives, such as for instance migration studies. The first module in the Introduction to Mass Displacement is therefore named 'An Introduction to Human Movement', and it serves to provide the student with a basic yet essential understanding of the key concepts, terminology and categorizations that are used by researchers, academics, politicians and the media when referring to movement and people on the move.

1.1 Key concepts: Mobility, movement and migration
Let's start with the basics – when we speak about movement, what do we speak of? And how does this term relate to mobility, a key concept in a world which has become increasingly globalised and mobilised? This first section will introduce the student to some definitions and views on movement and mobility, taking a look at the variations between them. It will also relate these concepts to the term migration, a term which frequents contemporary societal discussions, and which perhaps is one of the most heatedly debated topics in the media, research and politics at the moment. The section will finish with elaborating upon the course rationale and why building an understanding of movement and mobility in general is vital to gain a sound understanding of mass displacement in particular.

1.2 A typology of movement

A key aim of this module is to broaden the students' understanding of movement and mobility by introducing some of the many terms and categories which are used when referring to movement and people on the move, whether it be in research, in political debates or in the media. This section will therefore start by introducing key concepts which refer to human movement. It will introduce the students to terms such as migration, immigration and emigration. It will highlight the differences in discussing internal movement, such as moving within a state, country or region, versus moving across a border, such as moving to a different country or continent. The section will finally make the students aware of the plethora of other categories which refer to human movement and which challenge the idea of movement as linear or as a one-stage process, such as cyclical, circular, seasonal, rural-urban or transit movement.

1.3 A typology of movers

Similarly to the previous section, this section will introduce the students to some of the many terms and categories used when referring to human movement, but this time with a focus on the terminology used when talking about the people that are on the move. Terminology explained include that used to refer to people moving across a border, such as refugees, seasonal workers and migrants, as well as that used to refer to people moving within the borders, such as internally displaced persons or rural-urban movers.

Importantly, this section will make the students aware of the political and social implications behind choosing specific terms and categories to represent various types of movers, choices which often communicate hidden ideas of power, relationships, obligations and rights. An example brought up is that of referring to movers as "legal" or "illegal", or, as is more common in current debates, as "regular" or "irregular".

1.4 Being on the move: The logics behind moving

So far, the module has worked on the students' understanding of movement and movers, hopefully broadening their views by making them aware of the complexity that lies in talking about human movement and people on the move. This next section will start taking a look at the various reasons why people are on the move. Just as the student has been made aware of that movement and mover categories house a plethora of terminology, this section serves to highlight that people move for a variety of reasons, and often the decision to move is based on many various factors and conditions. It will do so by introducing the student to the often-used push-pull division of movement factors (i.e. factors which push the mover to move from where s/he is currently situated, and factors which pull the mover to a certain destination).

1.5 Preconceived ideas about movement

By now, the students have hopefully started to gain an understanding that there is a lot to unfold with regards to talking about human movement. Hopefully, they have even had some of their presumptions about these topics challenged. The last section of this module aims to continue

on this track by problematising some common preconceived ideas about movement and movers. It will start by asking the students to reflect on what they have learned in this module so far that they did not know before, and around whether they think that they had any preconceived ideas about movement before they started the module. It will thereafter continue by unwrapping some common ideas about movement in general, such as that movement and mobility are modern concepts, or that being sedentary is the norm for humanity. Other preconceptions that will be problematised focus more specifically on migration, such as that migration is a one-step journey, that it is always unidirectional or linear, or that migrants have a set destination in mind when departing on their journey. Finally, the section will also talk about "The migration hump" (i.e. the idea that development cooperation and aid to underdeveloped countries will help such countries develop and consequently reduce the number of migrants stemming from these countries).

Module 2: Moving on with Movement

The second module will provide the student with a basic understanding of the contexts and dynamics of human movement and mass displacement. At the end of this module, the student will finally be introduced to the main subject of the course: mass displacement. But first, Module 2 paves the ground for understanding mass displacement by taking a look at another key concept in movement and migration-related discussions, namely *forced movement*. This module will firstly introduce the student to this concept, before moving on to problematize it in various ways. Lastly, Module 2 will take a sneak peek at the *mass displacement* concept, which will make its big entrance in Module 3.

2.1 Key concepts revisited: Movement, movers and reasons to move

The first section of Module 2 asks the student to briefly repeat the knowledge from the previous module (i.e. the terminology and categories used when referring to movement and movers). This includes internal as well as external movement and movers, as well as other terms which refer to human mobility and which challenge the idea of movement as a linear or as a one-stage process. The section also briefly repeats the reasons why people move as well as the push-pull division of movement factors. Repeating these aspects of Module 1 not only provides a good foundation for continuing with forced movement, but as this module will also highlight some key caveats related to the use of categories and terminology.

2.2 Introducing forced movement

The main purpose of Module 2 is to introduce the students to the concept of "forced" movement. This is a concept widely used in research, politics and the media, but its meaning, definition and implications are widely debated. The students are therefore firstly asked to reflect on the term "forced", what their first thoughts are when they hear the term, as well as

on how they believe the term relates to the other terminology and categories they have learned in the previous module.

Thereafter, the students are introduced to the forced-voluntary movement dichotomy that is often discussed in movement and migration research. The key presumption when talking about forced movement is that people do not always move out of free will, but that there are instances where people simply have no choice but to move and that there are certain factors which force such movement. Conversely, voluntary movement is often described as movement being based on the voluntary and informed decision of the mover, without compulsive or coercive forces playing into the decision to move.

2.3 Problematising the forced-voluntary dichotomy

The tendency to talk about movement in a dichotomous manner has been problematized within the migration field. Therefore, section 3 of this module aims to problematize this dichotomy from various perspectives. In many contexts, this distinction is debated as there is widespread recognition that a continuum of agency exists rather than a voluntary-forced dichotomy, and because of that such a distinction might undermine the existing legal international protection regime. As the student has been made aware of in Module 1, people move for a variety of reasons and the decisions they take are dependent on many factors and conditions. This makes the distinction between voluntary and forced difficult, as some factors and conditions playing into the decision to move may be coercive in nature and others not.

Apart from problematising this dichotomous way of looking at movement, this section also highlights the way in which people can be forced to stay in place (as opposed to situations where individuals are forced to make a move). In Module 1, one preconceived idea of movement that was problematised was that of movement as the exception and being sedentary as the norm for humanity. This section continues to problematise this assumption, as it makes the students aware that people are not only forced to move from where they are, but they may also be forced to stay in places against their own will. Related concepts such as "forced emplacement" and "involuntary immobility" are lifted. The students' understanding of how people may be forced to stay in place is enhanced by lifting a very recent example in the shape of the ongoing pandemic, where closed borders and enforced border controls in the name of health and security are forcing people to stay in place in a manner not previously experienced. In relation to this, the aspirations-capability perspective is introduced to the students – a manner of looking at people's ability to move in a way which weighs the individual's aspirations to move against his or her capability to move.

At the end of this section, the students are asked to once again invoke their knowledge from the previous module, to add the new knowledge presented to them in this section, and to reflect on whether it really is possible to draw a distinction between movement as voluntary and movement as forced.

2.4 Implications of the terminology

In Module 1, the students were introduced to one caveat with regards to the many terms and categories that exist to describe movement and movers, namely that the choice of terminology seldom is neutral, but instead often communicates ideas of power, relationships, obligations and rights. Module 2 problematizes the categorization of movement into forced and voluntary, which leads to some additional insights about the use of categories and terminology when talking about movement, mobility and movers: 1) It is difficult to draw a line between for instance forced and voluntary movement as categories are rigid and defined, while people's lives are dynamic. People on the move cannot be reduced to neat categories only, as this does not take the whole complexities of their lives into account; 2) Nevertheless, categories and categorizations of people are frequently used in research, policy, the media and elsewhere, and it is therefore fruitful to be aware of the connotations and presumptions that lie behind the use of particular terminology; and 3) As will be further problematized in Module 3, some categories are actually needed to be able to handle certain issues in a purposeful way, and these categories need to be rigid and defined. This is as they are inscribed in national or international law and therefore have a bearing on the obligations of the state and the international community towards people on the move.

2.5 Introducing displacement

As much of this module has been devoted to problematising the idea of a dichotomy between forced and voluntary movement, the students may wonder why they have been introduced to the concept at all. This is because the idea of movement as "forced" paves the ground for the key subject of this course, namely that of mass displacement. In this last section, the students are briefly introduced to the concepts of displacement and displaced persons, where the idea of having been forced to move is key. This serves as a stepping stone between the very encompassing discussion about movement and movers which has been the subject of Module 1 and 2, to the more specific discussion centred around the causes, contexts and dynamics of mass displacement that will be the subject of Module 3.

Module 3: The Context of Mass Displacement

Module 2 ended by briefly introducing the concept of mass 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".

Module 3 dives deeper into the concept of mass displacement, introducing some of its causes, contexts and dynamics in greater detail. It builds upon the realization presented at the end of Module 2, namely that, although rigid categorizations ill fit the complexities of people's lives, some categories are actually needed, and looks at why this realization is relevant in the context

of mass displacement. The module furthermore presents some of the many legal, policy and institutional frameworks which cover the rights of displaced people and how international stakeholders may act in relation to them. Some important international stakeholders which work more closely with displaced populations are also presented in greater detail.

3.1 Introducing the displaced

In the section 'Introducing the Displaced', the students are firstly introduced to the many categories of people which fall under the Population of Concern to the United Nations, to illustrate that when we speak about displaced populations, we do not only speak about one category. Two of these categories are introduced in greater detail; refugees and internally displaced persons. This is done by highlighting the various definitions of what constitute a refugee and what constitute an internally displaced person that exist in international policy documents, for instance the 1951 Refugee Convention and the UNHCR Guiding Principles on Internal Displacement. As a last step in this section we discuss the difference between what constitutes a refugee and what constitutes an internally displaced person. The students are first asked to reflect around any existing differences between the definitions just presented to them, before the importance of crossing a country border and the implications that crossing a country border has on the type of protection a displacee may expect is highlighted to them.

3.2 Causes, contexts and dynamics of mass displacement

In section two of Module 3 the causes, contexts and dynamics of mass displacement are discussed. As the students have learned in the previous two modules, people both move and stay in place because of a plethora of various reasons, whether these reasons be political, economic, social or environmental in nature. When we talk about mass displacement, the displacement can also often be traced back to one major event or factor. In addition to war and conflict which often force people to flee, this section also brings up environmental displacement, disaster displacement and development displacement. The students are also presented with a set of modern-day examples of mass displacement (Syria, Rohingya, Venezuelan migrants, and Haitians) where they are asked to reflect on questions such as: What reasons for displacement can you discern in these examples? What do these displaced populations have in common? And what differentiates them from each other? Can you reflect around the various needs and capacities of these displaced persons? What factors influence their capacities?

Finally, the section on the causes, contexts and dynamics takes a look at some of the global trends in forced displacement as presented in the UNHCR yearly report on global trends of forced displacement.

3.3 Legal, policy and institutional frameworks

There exists a variety of international instruments, conventions, protocols and guiding principles which serve to identify, define and separate populations of people who have been

forcibly displaced and which form the basis of the international normative and legal frameworks on international migration. These are presented briefly in this section. Two important documents are presented in greater detail: The 1951 Convention relating to the Status of Refugees, and the 1998 Guiding Principles on Internal Displacement.

In addition to frameworks specifically focusing on the rights of displaced people, a range of frameworks exist which set forth the rights that apply to all human beings, regardless of their status. Together, they provide the legal, policy and institutional framework for how states and other international actors are to treat persons who have been forcibly displaced. A set of human rights frameworks are highlighted as well in this section, with emphasis on the 1948 Universal Declaration of Human Rights as well as on the implications that the international body of legal documents has on the behaviour and obligations of states towards all people.

To sum up the discussion on legal, policy and institutional frameworks, the student is presented with two scenarios: firstly, when displacement is unlawful; and secondly, what the responsibility of the state is with regards to the displacement of its subjects.

3.4 Stakeholders of mass displacement

In addition to a comprehensive legal and policy framework, refugees and internally displaced persons are protected and assisted by various international stakeholders. In this final section the students are introduced to the three international organizations which have a legal mandate to assist refugees: the United Nations High Commissioner for Refugees; the United Nations Relief and Works Agency for Palestine Refugees in the Near East; and the International Organization for Migration. The background, target groups and key missions of these organizations are briefly explained to the students.

Module 4: Societal Challenges and Guidance for Integration

This module is the last out of four which aim to provide the foundation for talking about rebuilding societies which have been subjected to mass displacement from a built environment perspective. The act of rebuilding a society which has been subjected to mass displacement is evidently very dependent on context. The built environment has its own life, character and nature depending on where in the world we look, and on when in time we look. When and in what way to best rebuild or reconstruct a society will thus depend on the characteristics of the society itself, as well as the characteristics of the population which has entered it. Capturing the essence of what it means to rebuild a society within the frame of a single module is therefore, close to needless to say, an impossible task.

What this module aims to do, therefore, is to highlight some of the key concepts and ways of talking about rebuilding societies that exist. As such, it takes a look at some of the ways in which mass displacement affects society on a broader scale, and it highlights interventions

related to mass displacement, in terms of prevention, protection and solutions. The search for durable solutions for the displacees is the main focus of the module, both in that various perceptions on what constitutes solutions to the problem of mass displacement are brought forth, but also in that cross-cutting issues and best practices with regards to integrating mass displaced populations into their new societies are highlighted.

4.1 Societal impacts of mass displacement

In 2016, the Global Risk Report deemed large-scale forced migration and displacement as the most likely, and the fourth most impactful, current 'risk for humanity'. Simultaneously, the displacement in itself is often just the beginning of a series of challenges for the displaced and for society at large. This section covers some of those challenges from a political, social, economic and environmental perspective.

It also covers the effects on urban societies in particular, as the majority of displaced people move to cities and urban areas. Here the student is introduced to the concept of societal resilience: the ability of an (urban) system to anticipate, absorb and adapt to shocks and stresses, and to respond in ways that preserve, restore or improve its essential functions, structures and identity, while also maintaining the capacity for adaptation and transformation. The sections looks at how various ways of conceptualizing and measuring resilience are helpful in identifying those aspects of a system which are the most affected by a rapid influx of displaced people. By helping us to identify failures in the system and how displaced and host communities alike are affected by such failures, areas of focus for building urban resilience (and for building resilience in societies at large) may be identified.

4.2 Mass displacement related interventions

This section does not cite explicit examples of mass displacement related interventions as such, but rather looks at various ways of reasoning around intervening in mass displacement related situations, by introducing the UNHCR three-pronged approach preventive action, responsive action/protection and remedial action/solutions.

As a part of the prevention aspect of mass displacement related interventions, this section takes a closer look at the responsibility of humanitarian actors with regards to the prevention of mass displacement. It does so while highlighting that the right of every person to "become displaced" (i.e. to move freely in his or her country and also to seek asylum in other countries, must be respected).

Regardless of what measures are taken to prevent displacement, displacement does occur, and discussions in the end revolve around how to take care of the displaced populations in the best manner possible. Where are displaced individuals supposed to go, when their places of origin may no longer be suitable for residence? And conversely, where are displaced individuals supposed to go, when their places of origin once again have become suitable for residence?

The last part of this section discusses various durable solutions to displacement of both refugees and internally displaced persons, such as resettlement, voluntary repatriation, local integration, settlement elsewhere in the country and reintegration.

4.3 Durable solutions: Resettlement, integration and social cohesion

Moving on to discuss durable solutions in greater detail, this section looks at important prerequisites for successful resettlement and integration of both refugees and internally displaced persons into their new societies. A key concept here is the host-origin dichotomy, around which many resettlement and integration focused discussions centre and which is presented to the students to provide a foundation for understanding the concepts of integration and social cohesion.

Next, the students are introduced to the concept of integration, arguably one of the most heatedly debated topics of modern times. Integration is presented as the two-way process of mutual adaptation between migrants and the societies in which they live, whereby migrants are incorporated into the social, economic, cultural and political life of the receiving community. It entails a set of joint responsibilities for migrants and communities, and incorporates other related notions such as social inclusion and social cohesion. The concepts of social inclusion and social cohesion are further detailed in this discussion, in that social inclusion builds on concepts such as dignity, ability, opportunity and identity, while social cohesion in turn is founded upon strong relationships, diversity, solidarity, togetherness, sense of belonging, tolerance and co-existence.

4.4 Integration: Best practices and lessons learned

Lastly, a key question with regards to the rebuilding of societies which have been subjected to mass displacement is highlighted: What does it take for host and guest communities to live together? Here, we draw from the research done previously in REGARD with regards to cross-cutting factors and best practices for sustainable integration. A set of cross-cutting factors for successful and sustainable integration are presented along with best practices under the sectors housing, socio-cultural needs, social infrastructure, economic needs, physical infrastructure, governance, communities with special needs, and environmental needs.

5) Online teaching content

Source	Link
What does it mean to be a refugee? By Benedetta Berti and Evelin Borgman	https://ed.ted.com/lessons/what-does-it-mean-to-be-a-refugee-benedetta-berti-and-evelien-borgman#watch
A new generation of forced migration Center for Strategic and International Studies	https://www.youtube.com/watch?v=vA6izIe5Crg
Why do people migrate? (Push and Pull Factors) Mr. Sinn/AP Human Geo	https://www.youtube.com/watch?v=4QrUegs-kUs
Refugees are fleeing climate change The YEARS Project	https://www.youtube.com/watch?v=nIlMHFwC1MM
Who is an Internally Displaced Person? United Nations High Commissioner for Refugees	https://www.youtube.com/watch?v=DCzpVQkencw
Climate change and the migrant crisis National Geographic	https://www.youtube.com/watch?v=tt8GvgF-0PI

5.1) Online teaching materials

5.1.1. Literature and other study materials / resources:

5.1.2. Main reference literature:

Castles, Stephen (26 September 2005). *Global Perspectives on Forced Migration.* Draft for special issue of *Asian and Pacific Migration Journal.* Retrieved from http://meme.phpwebhosting.com/~migracion/rimd/documentos_miembros/18746SC_Global_Pers_on_FM_for_APMJ-1.pdf [retrieved 211007]

Castles, Stephen (2003). *Towards a Sociology of Forced Migration and Social Transformation.* In *Sociology.* Vol. 77, No. 1, pp. 13-34. Retrieved from https://www.researchgate.net/profile/Stephen-Castles/publication/248130399_Towards_a_Sociology_of_Forced_Migration_and_Social_Transformation/links/56298a6f08ae518e347cc3d5/Towards-a-Sociology-of-Forced-Migration-and-Social-Transformation.pdf [retrieved 211007]

Czaika, Mathias and Hein de Haas (2015). *The Globalization of Migration: Has the World Become More Migratory?* In *International Migration Review*. Vol. 48, No. 2. Pp. 283-323. Retrieved from https://onlinelibrary.wiley.com/doi/pdf/10.1111/imre.12095 [retrieved 211008]

Schewel, Kerilyn (2019). *Understanding Immobility: Moving beyond the Mobility Bias in Migration Studies*. In *International Migration Review*. Pp. 328-355. Retrieved from https://journals.sagepub.com/doi/pdf/10.1177/0197918319831952 [retrieved 211008]

5.1.3. Recommended reading:

ARUP and The Rockefeller Foundation (2014). *City Resilience Framework.* Retrieved from https://www.rockefellerfoundation.org/wp-content/uploads/City-Resilience-Framework-2015.pdf [retrieved 211008]

Blake, Michael and Matthias Risse (2006). *Is There A Human Right to Free Movement? Immigration and Original Ownership of the Earth.* Faculty Research Working Paper Series Harvard University. Retrieved from https://research.hks.harvard.edu/publications/getFile.aspx?Id=210 [retrieved 211008]

Boano Camillo, Roger Zetter and Tim Morris (2007). *Environmentally Displaced People: Understanding the Linkages between Environmental Change, Livelihoods and Forced Migration.* Policy Briefing by the Refugees Studies Centre. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.464.1686&rep=rep1&type=pdf [retrieved 211007]

Bose, Pablo and Elizabeth Lunstrum (2014). *Introduction: Environmentally Induced Displacement and Forced Migration.* In *Refuge: Canada's Journal on Refugees.* Vol 29., No. 2. Retrieved from https://refuge.journals.yorku.ca/index.php/refuge/article/view/38163/34559 [retrieved 211007]

Brubaker, Rogers (2001). *The Return of Assimilation? Changing Perspectives on Immigration and Its Sequels in France, Germany and the United States.* In *Ethnic and Racial Studies.* 24:4. Pp. 531-548. DOI: 10.1080/01419870120049770 Retrieved from http://pscourses.ucsd.edu/ps108/12%20Did%20Multiculturalism%20Fail/Brubaker%20Return%20of%20Assimilation%202001.pdf [retrieved 211008]

De Haas, Hein (2007). *Turning the Tide? Why Development will not Stop Migration.* In *Development and Change*, 38(5). Retrieved from https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.596.5554&rep=rep1&type=pdf [retrieved 211008]

European Asylum Support Office (November 2016). *The Push and Pull Factors of Asylum-Related Migration: A Literature Review.* Retrieved from https://easo.europa.eu/sites/default/files/publications/The%20Push%20and%20Pull%20Factors%20of%20Asylum%20-%20Related%20Migration.pdf [retrieved 211007]

Gisselquist, Rachel M. (2020). *Involuntary Migration, Inequality, and Integration: National and Subnational Influences.* In *Journal of Ethnic and Migration Studies.* Retrieved from https://www.tandfonline.com/doi/full/10.1080/1369183X.2020.1724409 [retrieved 211007]

Hathaway, James C. (2007). *Forced Migration Studies: Could we Agree to Just Date?* In *Journal of Refugee Studies*. Vol. 20, Issue 3. Pp. 349-369. Retrieved from https://academic.oup.com/jrs/article/20/3/349/1591558 [retrieved 211008]

Heaven Crawley & Dimitris Skleparis (2018) *Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe's 'Migration Crisis'.* In *Journal of Ethnic and Migration Studies*, 44:1, 48-64, DOI: 10.1080/1369183X.2017.1348224 retrieved from https://www.tandfonline.com/doi/pdf/10.1080/1369183X.2017.1348224 [retrieved 211007]

Holtug, Nils (2011). *The Ethics of Immigration Policy.* In *Nordic Journal of Migration Research.* Retrieved fromhttps://media.proquest.com/media/pq/classic/doc/2936562351/fmt/pi/rep/NONE?_s=YSMmqXva2YqrlSIZ42yQiIz6NUg%3D [retrieved 211008]

Ihlamur-Öner, Suna Gülfer (2020). *Mixed Migration Flows and the Changing Dynamics of Migration Research.* In *Perceptions: Journal of International Affairs.* Spring-Summer 2020. Volume XXV, No. 1. Pp. 1-11. Retrieved from http://sam.gov.tr/pdf/perceptions/Volume-XXV/Spring-Summer-2020/Perceptions-2020.pdf#page=5 [retrieved 211007]

Kirbyshire, Amy, Emily Wilkinson and Virginie Le Masson (2017). *Mass Displacement and the Challenge for Urban Resilience.* Working Paper for Overseas Development Institute. Retrieved from https://odi.org/en/publications/mass-displacement-and-the-challenge-for-urban-resilience/ [retrieved 211007]

Kymlicka, Willa and Keith Banting (2006). *Immigration, Multiculturalism and the Welfare State.* In *Ethics and International Affairs.* Retrieved from https://www.researchgate.net/profile/Will-Kymlicka/publication/227533633_Immigration_Multiculturalism_and_the_Welfare_State/links/59fcee0f0f7e9b9968bf76a0/Immigration-Multiculturalism-and-the-Welfare-State.pdf [retrieved 211007]

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and J. Edward Taylor (1993). *Theories of International Migration: A Review and Appraisal.* In *Population and Development Review*. Vol. 19, No. 3. Pp. 431-466. Retrieved from https://gdsnet.org/Masseyetal1993TheoriesMigrationDLM_Highlights.pdf [retrieved 211008]

Pandir, Müzeyyen (2020). *Media Portrayals of Refugees and their Effects on Social Conflict and Social Cohesion.* In *Perceptions: Journal of International Affairs.* Spring-Summer 2020. Volume XXV, No. 1. Pp. 99-121. Retrieved from http://sam.gov.tr/pdf/perceptions/Volume-XXV/Spring-Summer-2020/Perceptions-2020.pdf#page=5 [retrieved 211007]

Ratha, Dilip, Sanket Mohapatra and Elina Scheja (2016). *Impact of Migration on Economic and Social Development: A Review of Evidence and Emerging Issues.* World Bank Policy Research Working Paper No. 5558. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1759149 [retrieved from 211007]

Refugee Studies Centre (2012). *Preventing Displacement.* In *Forced Migration Review*., Issue 41. Retrieved from https://www.fmreview.org/preventing [retrieved 211007]

Ruiz, Isabel and Carlos Vargas-Silva (2013). *The Economics of Forced Migration.* In *The Journal of Development Studies*, 49:6, pp. 772-784. DOI: 10.1080/00220388.2013.777707 Retrieved from https://www.refugee-economies.org/assets/downloads/Journal_Ruiz_and_Vargas-Silva_2013.pdf [retrieved 211008]

United Nations High Commissioner for Refugees (2019). *Refugee Movements in South-East Asia 2018-June 2019.* Retrieved from https://www.unhcr.org/protection/migration/5d91e2564/refugee-movements-south-east-asia-2018-june-2019.html [retrieved 211007]

United Nations High Commissioner for Refugees (2020). *Global Trends: Forced Displacement in 2020.* Retrieved from https://www.unhcr.org/60b638e37/unhcr-global-trends-2020 [retrieved 211008]

Zapater, Josep (2010). *Prevention of Forced Displacement: The Inconsistencies of a Concept.* Research paper No. 186 for the United Nations High Commissioner for Refugees. Retrieved from https://www.unhcr.org/4bbb2a199.pdf [retrieved 211008]

5.1.4. Relevant journals:

Source	Link
Comparative Migration Studies	https://comparativemigrationstudies.springeropen.com/
Journal of Ethnic and Migration Studies	https://www.tandfonline.com/loi/cjms20
International Journal of Migration and Border Studies	https://www.inderscience.com/jhome.php?jcode=ijmbs
International Journal of Migration and Residential Mobility	https://www.inderscience.com/jhome.php?jcode=ijmrm#moredesc
International Journal of Refugee Law	https://academic.oup.com/ijrl
Journal of Immigrant and Refugee Studies	https://www.tandfonline.com/toc/wimm20/current
Journal of International Migration and Integration	https://www.springer.com/journal/12134
Journal of International Mobility	https://www.cairn.info/revue-journal-of-international-mobility.htm

Journal of Refugee Studies	https://academic.oup.com/jrs
International Migration	https://onlinelibrary.wiley.com/journal/14682435
International Migration Review	https://journals.sagepub.com/home/mrx
International organization for Migration *World Migration Report 2020*	https://www.un.org/sites/un2.un.org/files/wmr_2020.pdf
Migration and Development	https://www.tandfonline.com/loi/rmad20
Migration Studies	https://academic.oup.com/migration
Mobilities	https://www.tandfonline.com/toc/rmob20/current
Forced Migration Review	https://www.fmreview.org/

5.1.5. Online resources:

Source	Link	Short description
International Organization for Migration *Data and Research Portal*	https://www.iom.int/data-and-research	The IOM *Data Portal* includes migration related research, such as the World Migration Report, the Global Data Hub on Human Trafficking, and the Displacement Tracking Matrix.
International Organization for Migration *Glossary on Migration*	https://www.iom.int/glossary-migration-2019	The IOM *Glossary on Migration* is a comprehensive collection of migration-related terminology, aiming at creating a common understanding and use of migration terms.
Migration Data portal	https://www.migrationdataportal.org/	The *Migration Data Portal* aims to serve as a unique access point to timely, comprehensive migration statistics and reliable information about migration data globally.
The Internal Displacement Monitoring Centre	https://www.internal-displacement.org/	The mission of the Centre is to provide high-quality data, analysis and expertise on internal displacement with the aim of informing policy and operational decisions that can reduce the risk of future displacement and improve the lives of internally displaced people worldwide.
United Nations High Commissioner on Refugees	https://www.unhcr.org	UNHCR, the UN Refugee Agency, is a global organization dedicated to saving lives, protecting rights and building a

		better future for refugees, forcibly displaced communities and stateless people.
United nations Relief and Works Agency for Palestine Refugees in the Near East	https://www.unrwa.org/	The UNRWA is an organisation committed to Palestinian refugees. The Agency's services encompass education, health care, relief and social services, camp infrastructure and improvement, microfinance and emergency assistance, including in times of armed conflict.

(II) Online teaching strategy

Lesson	Lesson Content Method	Titles of the extra teaching materials used	Continuous assessment method	Continuous assessment topic	Lesson duration