



ES/SO/PO363 EQUITABLE LIVING: THE HUMAN RIGHT TO MIGRATION – GLOBAL PILLARS COURSE

IES Abroad Multi-Location

DESCRIPTION:

IES ABROAD'S GLOBAL PILLARS – SUSTAINABLE LIVING, EQUITABLE LIVING, HUMAN WELL-BEING – INTEGRATE MOST OF THE UN SUSTAINABLE DEVELOPMENT GOALS (SDG'S). THE GLOBAL PILLARS COURSES USE THE PILLARS AS A REFERENCE FRAMEWORK, ADOPT A PROBLEM-BASED LEARNING METHODOLOGY, AND BUILD A MULTIDISCIPLINARY LEARNING COMMUNITY. *THE HUMAN RIGHT TO MIGRATION* FOCUSES ON THE EQUITABLE LIVING PILLAR.

"Migration is an expression of the human aspiration for dignity, safety and a better future" – Ban Ki-moon¹.

There is a common, erroneous perception that international migration is threatening due to the sheer number of immigrants as well as the financial impact or risk immigrants may pose to a nation's ability to care for or sustain its citizens. However, according to the latest data, less than 4% of people move permanently from their country of origin and global remittances are over 700 billion dollars (UN, 2022). In simple terms, there are not only fewer migrants than common perception would lead one to believe but also, they are responsible for generating a tremendous amount of wealth. This gap in public perception and data presents an opportunity for a more nuanced and informed consideration of both contemporary migration and the history of migration, while recognizing the basic human right to move. Through the integrated and interdisciplinary analysis of the migratory route from the South to the North of Africa, and then from the South to the North of Europe, we aim to foster a deep understanding of the intertwined relationships between human mobility, environmental degradation, and colonial histories. Ultimately, our goal is to empower students to engage in meaningful reflections and actions towards fostering more just and equitable living conditions for all individuals.

This course aims at fostering a cross-institutional and multi-disciplinary learning environment by connecting students from the three IES Abroad centers in Rabat, Granada and Berlin. Students will not only benefit from the expertise of faculties from a variety of academic backgrounds, but also learn about the challenges facing migrant communities in different cities around the world, as well as the policies developed to address them. In so doing, students will gain a deeper understanding of how justice is enacted within the context of migration and who that justice is meant to serve. Through project-based learning, students will be able to apply global frameworks such as the SDGs and the Human Rights Declaration to local challenges around migration through an interdisciplinary approach, including environmental justice, climate change and vulnerability, diversity and gender. Students will be asked to identify the most pressing challenges around migrant communities and human rights in their host city and apply methods and tools based on the current working methodology used by NGOs and other social entities. Working in small teams, they will develop an innovative project proposal that can offer solutions to an identified challenge, taking into account the environmental, economic, historical and social characteristics of their host city. With the students from the other centers, each student will be part of a greater learning community, guided by faculty experts from diverse backgrounds and local stakeholders who are working to address these challenges.

Substantive field visits and connections with local stakeholders, such as grassroots initiatives, start-ups or public institutions, will allow students to gather valuable data and information as they develop their projects; innovative technology will enable them to share their experience and findings across the different locations; and project-based learning will culminate in each team delivering a multimedia presentation to the group. Upon successful completion of this course, students will earn a micro-credential in Equitable Living and project development that will demonstrate their literacy around the topic and their ability to find innovative solutions to complex problems.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

¹ Ban Ki Moon speech at the *High-level Dialogue on International Migration and Development*, held at UN Headquarters, October 4th 2013, New York.



INSTRUCTORS: Nora Ragab (Faculty & Course integrator – Berlin), Chiara Olivieri (Faculty – Granada), Rachid Touhtou (Faculty – Rabat).

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

The main outcome of this course is the challenge given to each of the three groups to design a project proposal aimed at addressing an issue held by the migrant communities identified in the students' host cities and getting insights from a local stakeholder– or partnering at the extent is possible within the frame of the class. The methods of presentation are designed to support the students in this challenge. The following approaches will be used:

- **Classes:** will be held synchronously both online and F2f, across the participating centers with video links, and on-site in each location.
- **Lectures:** the faculty will present key concepts from different disciplinary perspectives to explore the interconnectivity between them. These lectures will be available on the Moodle site.
- **Group presentations:** student groups will give short presentations to the other groups on their work on the assignments. Students will be expected to give feedback to the other groups.
- **Assignments and mid-term evaluation:** students will work on a total of 8 assignments. These assignments are designed to build upon each other as milestones. For the mid-term evaluation, students will present the first stage of their project proposal, defining the sustainability challenge in their host city to be addressed in more depth.
- **Project proposal:** groups will develop a project proposal designed to improve social, environmental and economic equity in their host city. Students will have to develop relevant, feasible, context-specific and innovative solutions linked to a local organization linked to migrant communities. The exercise will be based on the methodology NGO's and associations work with.
- **Online activities:** groups will outline their work in the Miro board, where they will be asked to comment and give feedback on the other groups'.
- **Class discussion:** the course will follow a flipped classroom approach, in which teaching will occur outside class time, and classes will be devoted to discussions and presentations.
- **Materials in Moodle:** key readings, videos and online resources designed to develop a general understanding of the subject matter and trigger discussion.
- **Course-related trips:** student participation in the course-related trips is mandatory. Students will use these trips to inspire their project proposals and give them a chance to receive feedback from experts in the field. Groups will document the trips so they can share their insights and learnings with the other groups. Some longer course-related trips can be held on Fridays and specific dates will be given at the beginning of the course.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation – 20%
- Assignments – 70%
 - Regular assignments – 35%
 - Introducing your host city to the class: how equitable is your host city? - 5%
 - Intersectional research on equity and migration - 10%
 - How can I rewrite a newspaper article about a migration problem? 10%
 - Case study research - local diaspora communities - 10%
 - Project proposal development – 35%
 - Defining the challenge to be addressed - 15%
 - First written deliverable
 - Poster presentation: highlights of the challenge and its context
 - Project written proposal - 10%
 - Final presentation - 10%



- Course-related trips soundscapes – 10%

Course Elements

- **Participation:** Participation is essential in this course. Students are required to study assigned materials and to participate actively both in their group activities and in their discussions with other groups. A general participation rubric will be shared with students at the beginning of the course.
- **Group Assignments:** Assignments will work as progress milestones guided by the faculty. Students will work as a group to complete project related assignments and activities during the semester. Each student should equally contribute to the groups' project, and this will be reflected in the individual grades. The starting point will be a comparative analysis of the migrant communities of the host cities. The second step will consist of identifying a key challenge in their host city and designing a project to tackle it within the frame provided by a local organization. At the end of the course, each group will deliver a multimedia presentation on their final project proposal. Each group will receive feedback from their peers and from the instructors. Rubrics will be provided to guide the students in completing their assignments, leaving also space for originality and creativity. Grades will be awarded on the basis of individual and group contributions, the clarity and creativity of solutions tailored to the local context, but also on the groups' ability to work together, and to exchange ideas.
- **Summaries of course-related trips:** Summaries of course-related trips and guest speakers will be shared with other groups with soundscapes uploaded on Social Media with the hashtag #IESequitabeliving. Soundscapes are sound recordings that track our perceptions and the changes in the environment while we are on the move. These 'image-less videos' enable us to share how we experienced our surroundings.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Recognize and explain the complexity and linkages of migration and human rights at different scales and contexts.
- Learn to analyze these challenges in an integrated way incorporating the ecological, social and economic dimensions, as well as human rights, environmental justice and gender.
- Identify the key challenges migrant communities face in a determined location.
- Compare and critique equity and justice policies affecting different migrant communities.
- Learn from the problem-solving experiences of people working in other locations.
- Use of different tools and methods in project planning and design.
- Differentiate what makes solutions around the topic feasible or not.
- Present and communicate ideas to a broader audience within the IES Community and beyond.
- Work collaboratively with international and interdisciplinary teams.
- Analyze the successes and failures of initiatives to address migration in other locations.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending both online and regular classes has an impact on your learning and academic success. For this reason, attendance is required for all IES Rabat, Granada and Berlin classes, including course-related trips. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Week	Session	Content	Readings and materials
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Week 1	Session 1	Introduction to the course Get familiar with course structure, learning tools and dynamics Learn the basics of intersectional equity and the SDG's framework	Watch: Miro 101: Collaborating on a Board Watch: What is ArcGIS StoryMaps? Check: Soundscapes Read: Bastia, T., Datta, K., Hujo, K., Piper, N., & Walsham, M. (2023). Reflections on intersectionality: a journey through the worlds of migration research, policy and advocacy. <i>Gender, Place & Culture</i> , 30(3), 460–483. https://doi.org/10.1080/0966369X.2022.2126826 United Nations, Department of Economic and Social Affairs, <i>Sustainable Development Goals</i> , available: https://sdgs.un.org/goals
	Session 2	Walking tour (center specific date) Students will go on a walking tour to get familiar with their host city.	
Week 2	Session 3	Transnational migration: a tri-fold scenario The intersection of three different migration processes is analyzed through the case study of Morocco.	READ: Norman, Kelsey P. "Between Europe and Africa: Morocco as a country of immigration." <i>The Journal of the Middle East and Africa</i> , 7.4 (2016): 421-439. https://doi.org/10.1080/21520844.2016.1237258 DE BEL-AIR, Françoise, <i>Migration profile : Morocco</i> , Migration Policy Centre, Policy Briefs, 2016/05 - https://hdl.handle.net/1814/41124 . Retrieved from Cadmus, EUI Research Repository. Cherti, M., & Collyer, M. (2015). Immigration and Pensée d'Etat: Moroccan migration policy changes as transformation of 'geopolitical culture'. <i>The Journal of North African Studies</i> , 20(4), 590-604. https://doi.org/10.1080/13629387.2015.1065043
	Session 4	Exploring the case of Rabat In this face to face session we will explore trajectories and paths of migration groups.	READ: De Haas, H. (2007). <i>The impact of international migration on social and economic development in Moroccan sending regions</i> . https://ora.ox.ac.uk/objects/uuid:e32b79bc-e5a7-4a5e-bb69-52a269bf42ee/files/m825141f58f46a7a0d83865c20114efc7 Stock, I. (2019). <i>Time, migration and forced immobility: Sub-Saharan African migrants in Morocco</i> (p. 202). Bristol University Press. https://doi.org/10.51952/9781529201987

			Watch: THE LAND BETWEEN (78mins/2014) - FULL FILM - [Subs: ENG, FR, SP, ITA, GER, GR, HUN, ARA, CHN, TUR]
Week 3	Session 5	Intersections of migration, environmental history and decolonial theory Exploring complexities and implications, particularly within the context of Andalusia.	Read: Giuliani, Gaia (2016) " THE MEDITERRANEAN AS A STAGE: BORDERS, MEMORIES, BODIES ". In Proglío, Gabriele (Ed), <i>Decolonising the Mediterranean: European Colonial Heritages in North Africa and the Middle East</i> , Cambridge Scholars Publishing, 91-104. Watch: BBC Two - Exodus: Our Journey, Our Journey to Europe, Episode 1 Listen: Open Encounters
	Session 6	Practical exercise: Analyze the aims and characteristics of these NGOs working in Andalusia with migrants.	Read: Pais, Rita (2019). Development/Alternatives , Dicionário Alice.
Week 4	Session 7	Cities, diaspora and transnationality Exploring the relationships between cities, diasporas, and transnational politics from the context of Berlin.	Read: Finlay, R. (2019). A diasporic right to the city: the production of a Moroccan diaspora space in Granada, Spain, <i>Social & Cultural Geography</i> , 20:6, 785-805. https://doi.org/10.1080/14649365.2017.1378920 Brubaker, Rogers. "The 'Diaspora' Diaspora." <i>Ethnic and Racial Studies</i> 28.1 (2005): 1–19. (10) The "Diaspora" Diaspora Rogers Brubaker - Academia.edu Yuval-Davis, N. (2006). Belonging and the politics of belonging. <i>Patterns of Prejudice</i> , 40(3), 197–214. https://doi.org/10.1080/00313220600769331
	Session 8	Critical mapping In this face-to-face session, we will delve into the concept and methodology of critical mapping, that seeks to uncover the underlying narratives, social dynamics, and inequalities that shape our understanding of space and place.	Explore: metroZones - Berlin Field Recordings Mappings Mapping Along the Refugee Complex Watch: Jennifer Kamau International Women* Space (IWS) Die Oranienplatz-Bewegung war für mich sehr wichtig on Vimeo Listen: Out.cast podcast - Kotti is home https://open.spotify.com/episode/0Fz8sR0HnFjznC0eOWB2a?si=3bb29ff3dcf24a61
Week 5	Session 9	The right to the city for all Identifying key challenges that the 3 host cities face in terms of equity and how to tackle them to build equitable environments.	Read: Chambers, R. (2006). " Participatory Mapping and Geographic Information Systems: Whose Map? Who is Empowered and Who Disempowered? Who Gains and Who Loses? ," <i>EJISDC</i> 25(1), 1-11. Nail, T. (2019). " Kinopolitics: Borders in Motion ." In <i>Theory of the Border</i> (pp. 183-203). Oxford University Press.

	Session 10	Problem tree What problems around urban equity can we identify in each host city? Which of these catches the group's interests? How do the different disciplines from the group's members address this problem?	Watch: Step 1: Identifying the focal issue with 'Problem Tree Analysis' technique: https://www.youtube.com/watch?v=-j_Y7D35H4&t=28s
Week 6	Session 11	Identifying solutions Reverse brainstorming Conduct research for: Defining the local context and how it relates to the selected challenge.	Read: Woods, D. R., Benschop, Y., & van den Brink, M. (2021). What is intersectional equality? A definition and goal of equality for organizations. <i>Gender, Work & Organization</i> , 1–18. https://doi.org/10.1111/gwao.12760 Watch: Find unexpected solutions with Reverse Brainstorming: https://www.youtube.com/watch?v=tEKb4ManS6w
	Session 12	Identify best practices and examples on how to address the identified challenge.	
Week 7	Session 13	Developing the project proposal I Poster presentations	Read: Patricia Rogers, 2014, "Theory of Change", <i>Methodological Briefs—Impact Evaluation No. 2</i> , UNICEF Office of Research, Florence. Available online at: brief_2_theoryofchange_eng.pdf (unicef-irc.org) Rikke Friis Dam; Teo Yu Siang. <i>Stakeholder Mapping: The Complete Guide to Stakeholder Maps</i> . 2022. Available online at: https://www.interaction-design.org/literature/article/map-the-stakeholders
	Session 14	Identify highlights and opportunity areas	-
Week 8	Session 15	Developing the project proposal II Theory of change 1: Stakeholders Map	Read: Rikke Friis Dam; Teo Yu Siang. <i>Stakeholder Mapping: The Complete Guide to Stakeholder Maps</i> . 2022. Available online at: https://www.interaction-design.org/literature/article/map-the-stakeholders
	Session 16	Identify and map the input of the involved stakeholders	-

Week 9	Session 17	Focus Theory of change 2 Which elements of the local context that can enhance/hinder success?	Read: Patricia Rogers, 2014, "Theory of Change", <i>Methodological Briefs—Impact Evaluation No. 2</i> , UNICEF Office of Research, Florence. Available online at: brief_2_theoryofchange_eng.pdf (unicef-irc.org)
	Session 18	Interview exercise If success is achieved, how will the proposal look in 10 years?	-
Week 10	Session 19	Final presentations and Course conclusions	Group interview Final presentation
	Session 20	Feedback session	-

COURSE-RELATED TRIPS:

Students will attend visits to a range of human rights and migration-related projects in each location, as well as visiting experts in different fields. These activities will be scheduled on the Face-to-face dates. Some of the trips will be designed before the semester starts, whereas others will be recommended by faculty in response to the development of the local group's research. At the start of the program, students will be given guided and self-guided tours of their host cities, designed to introduce them to the key sustainability issues and concerns in the local context. Some of the longer trips will be scheduled on Fridays. Students will be informed of the dates of Friday trips at the beginning of the semester.

COURSE AND CLASS STRUCTURE

The course will be 10 weeks long, each week consisting of an online session and an onsite (F2f) session. The format of the class is indicated in the class calendar and in Moodle. The course will have two three-hour slots per week, scheduled at the same time in all three participating centers. These two blocks of time will be used to cover the following:

1. Three contact hours per week, in online and/or onsite format.
2. Field visits in the city (occasionally on Fridays).
3. Three hours per week for group work on assignments (cross-center and inter-center).

REQUIRED READINGS:

- Bastia, T., Datta, K., Hujo, K., Piper, N., & Walsham, M. (2023). Reflections on intersectionality: a journey through the worlds of migration research, policy and advocacy. *Gender, Place & Culture*, 30(3), 460–483. <https://doi.org/10.1080/0966369X.2022.2126826>
- Brubaker, Rogers. "The 'Diaspora' Diaspora." *Ethnic and Racial Studies* 28.1 (2005): 1–19. [\(10\) The "Diaspora" Diaspora | Rogers Brubaker - Academia.edu](#)
- Chambers, R. (2006). " [Participatory Mapping and Geographic Information Systems: Whose Map? Who is Empowered and Who Disempowered? Who Gains and Who Loses?](#)," *EJISDC* 25(1), 1-11.
- Cherti, M., & Collyer, M. (2015). Immigration and Pensée d'Etat: Moroccan migration policy changes as transformation of 'geopolitical culture'. *The Journal of North African Studies*, 20(4), 590-604. <https://doi.org/10.1080/13629387.2015.1065043>
- DE BEL-AIR, Françoise, *Migration profile : Morocco*, Migration Policy Centre, Policy Briefs, 2016/05 - <https://hdl.handle.net/1814/41124>. Retrieved from Cadmus, EUI Research Repository.
- De Haas, H. (2007). *The impact of international migration on social and economic development in Moroccan sending regions*. <https://ora.ox.ac.uk/objects/uuid:e32b79bc-e5a7-4a5e-bb69-52a269bf42ee/files/m825141f58f46a7a0d83865c20114efc7>
- Eizenberg, Efrat, and Yosef Jabareen, 2017, "Social Sustainability: A New Conceptual Framework" *Sustainability* 9, no. 1: 68. [Sustainability | Free Full-Text | Social Sustainability: A New Conceptual Framework \(mdpi.com\)](#)
- Finlay, R. (2019). A diasporic right to the city: the production of a Moroccan diaspora space in Granada, Spain, *Social & Cultural Geography*, 20:6, 785-805. <https://doi.org/10.1080/14649365.2017.1378920>
- Giuliani, Gaia (2016) "The Mediterranean as a Stage: Borders, Memories, Bodies". In Proglia, Gabriele (Ed), *Decolonising the Mediterranean: European Colonial Heritages in North Africa and the Middle East*, Cambridge Scholars Publishing, 91-104 [AFTERWORD THE MEDITERRANEAN AS A STAGE: BORDERS, MEMORIES, BODIES GAIA GIULIANI](#)
- James, Paul, Liam Magee, Andy Scerri, Manfred Steger, 2015, *Urban sustainability in theory and practice: circles of sustainability*, New York: Routledge, Chapters 1 and 2, pp 3-37, available at: [\(6\) Urban Sustainability in Theory and Practice: Circles of Sustainability \(2015\) | Paul James, Andy Scerri, and Liam Magee - Academia.edu](#)
- Nail, T. (2019). "Kinopolitics: Borders in Motion." In *Theory of the Border* (pp. 183-203). Oxford University Press.
- Norman, Kelsey P. "Between Europe and Africa: Morocco as a country of immigration." *The Journal of the Middle East and Africa*, 7.4 (2016): 421-439. <https://doi.org/10.1080/21520844.2016.1237258>
- Pais, Rita (2019). [Development/Alternatives](#), Dicionário Alice.
- Patricia Rogers, 2014, "Theory of Change", *Methodological Briefs—Impact Evaluation No. 2*, UNICEF Office of Research, Florence. [brief 2 theoryofchange_eng.pdf \(unicef-irc.org\)](#)
- Rikke Friis Dam; Teo Yu Siang. *Stakeholder Mapping: The Complete Guide to Stakeholder Maps*. 2022. Available online at: <https://www.interaction-design.org/literature/article/map-the-stakeholders>
- Stock, I. (2019). *Time, migration and forced immobility: Sub-Saharan African migrants in Morocco* (p. 202). Bristol University Press. <https://doi.org/10.51952/9781529201987>
- Susanne Ricee (2023), *Social Sustainability, Everything You Need to Know*. Available: <https://diversity.social/social-sustainability/>

- United Nations, Department of Economic and Social Affairs, *Sustainable Development Goals*, available: <https://sdgs.un.org/goals>
- Yuval-Davis, N. (2006). Belonging and the politics of belonging. *Patterns of Prejudice*, 40(3), 197–214. <https://doi.org/10.1080/00313220600769331>
- Zapata-Barrero, R., & Awad, I. (2024). *Migrations in the Mediterranean: IMISCOE Regional Reader* (p. 428). Springer Nature. <https://doi.org/10.1007/978-3-031-42264-5>

RECOMMENDED READINGS:

This is a list of readings recommended by the faculty which students can draw on during the semester to help them tackle issues or questions that arise during their research. The faculty team will also recommend additional other readings and materials throughout the semester, adapting to the direction that the teams' research is taking.

- Eurostat, *Sustainable Development in the European union: Overview of Progress towards the SDGs in an EU context*, available: <https://ec.europa.eu/eurostat/documents/4031688/11010788/KS-01-20-192-EN-N.pdf/ae63aff0-a6f3-1d47-da83-c6886b9daaab?t=1592486268000>
- United Nations, Department of Economic and Social Affairs, *Sustainable Development Goals*, available: <https://sdgs.un.org/goals>
- Carling, J., & Schewel, K. (2018). Revisiting aspiration and ability in international migration. *Journal of Ethnic and Migration Studies*, 44(6), 945–963.
- Chelleri L. and Olazabal M. (eds.) 2012. *Multidisciplinary perspectives on urban resilience: a workshop report*, Bilbao: Basque Centre for Climate Change, Chapter 1, "Why Urban Resilience?", pp 7-19, available for download: <https://www.urbanresilienceresearch.net/2016/02/04/our-first-book-on-urban-resilience-available-online/>
- International Institute for Sustainable Development, *Sustainable Development*, available: <https://www.iisd.org/about-iisd/sustainable-development>
- Rodríguez, E. 2018. Conceptualizing the Coloniality of Migration: On European Settler Colonialism-Migration, Racism, and Migration Policies. In: Bachmann-Medick, D. and Kugele, J. ed. *Migration: Changing Concepts, Critical Approaches*. Berlin, Boston: De Gruyter, pp. 193-210.
- WWAP (United Nations World Water Assessment Programme)/UN-Water. 2018. *The United Nations World Water Development Report 2018: Nature-Based Solutions for Water*. (P. 21-36 and 79-87) Paris, UNESCO. Available online at: <http://www.unwater.org/publications/world-water-development-report-2018/>
- Zapata-Barrero, R., & Awad, I. (2024). *Migrations in the Mediterranean: IMISCOE Regional Reader* (p. 428). Springer Nature. <https://doi.org/10.1007/978-3-031-42264-5>



INSTRUCTORS BIOGRAPHY:

Chiara Olivieri (Granada)

Chiara Olivieri holds a PhD in Migration Studies from the Universities of Granada, Jaén and Pablo de Olavide. She is currently a Postdoctoral Fellow at the Department of Contemporary History (UGR), the Peace and Conflicts Institute (UGR) and member of the STAND UGR (South Training-Action Network of Decoloniality) Research Group. She has been Research Fellow in many foreign Universities (Universidade de Coimbra, Portugal; Universidad Veracruzana, Mexico; Universidad Nacional de La Plata and Universidad Nacional de Quilmes, Argentina; Georgetown University, US). She has been organizing several International Conferences and Publications on Decolonial Thought, Epistemology of the South and Socio-Environmental Conflicts. She is also Vice-Director and Professor of Socio-Environmental Epistemologies. Narratives for the Re-existence within the Global South" course within the CLACSO-FLACSO-CES Specialization and International Course of Epistemologies of the South.

Nora Ragab (Berlin)

Dr. Nora Jasmin Ragab is a migration researcher, focusing on diaspora mobilization, conflicts, as well as socio-political dynamics of forced displacement, including refugees and migrant's civic and political participation in the destination country. Nora holds a Master's degree in Public Policy and Human Development, with a specialization in Migration Studies, from the Maastricht Graduate School of Governance/UNU-MERIT. Prior to that she received a B.Sc. in Business, Economics and Social Sciences from the Vienna University of Economics and Business in Austria.

IES course taught: IR319 *Europe and the Middle East*

Rachid Touhtou (Rabat)

Prof Rachid Touhtou holds a PhD from Both Freie University in Amsterdam and Sidi Mohamed Ibn Abdellah in Fez in Cultural Anthropology and Development Studies. He is currently a full professor affiliated to the Social Sciences department in the National Statistics and Applied Economics in Rabat, Morocco. He holds two Master's degrees in Applied Pedagogy and in Gender Studies. He conducted extensive fieldwork in Morocco on issues related to Migration Studies, social Movements, youth studies and NGOs. He was a postdoctoral researcher at Cambridge University and Minnesota University. He has published on migration, youth, civil society, gender and social Movements. Courses taught with IES Abroad Rabat: Social Action Seminar, North African Politics, Gender and Society in North Africa and Beyond, Arab Media and Issues of Politics and Culture. He was responsible for different international research projects related to Migration, youth, NGOS and Social Movements.