

ES/SO/PO 363 EQUITABLE LIVING: THE HUMAN RIGHT TO MIGRATION- GLOBAL PILLARS COURSE
IES Abroad Rome

DESCRIPTION:

IES ABROAD's Global Pillars- Sustainable Living, Equitable Living, and Human Well-Being- Integrate most of the UN Sustainable Development Goals (SDG's). The Global Pillars Courses utilize these pillars as a reference framework to adopt a problem-based learning methodology and to build a multidisciplinary learning community. The Human Right to Migration course focuses on the Equitable Living Pillar and challenges students to study the complex issue of the right to migration to Italy and Rome, using the legal framework of the European Human Rights Convention, the (CJEU), and Italy's immigration policies.

"Migration is a fact of life, a defining feature of humanity – and above all a positive phenomenon, enriching societies & economies. Whether their movement is voluntary or forced, formally authorized or not – all human beings must have their rights respected & dignity upheld." – Antonio Guterres, UN Secretary General

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. This course offers an interdisciplinary exploration of the social and labor market inclusion of beneficiaries of international protection in Italy and in Rome. By analyzing the social, economic, and political factors influencing their integration, the course aims to provide a deeper understanding of the challenges and opportunities in achieving Sustainable Development Goal (SDG) 10: Reduced Inequalities, particularly Target 10.7, which calls for facilitating safe, regular, and responsible migration through well-managed migration policies.

The course aims at fostering a multi-disciplinary learning environment by connecting students to the expertise of IES faculty and practitioners in the realm of immigrant integration. 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 diversity, social and cultural integration. Students will be asked to identify the most pressing challenges around the migrant integration 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 interdisciplinary teams, they will develop an innovative project proposal that can offer solutions to an identified challenge, taking into account the economic, historical and social characteristics of their host city. Each student will be part of a greater learning community, guided by faculty and local stakeholders who are working to address these challenges.

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

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

The main outcome of this course is to prepare and deliver a project that examines and compares one major issue related to the integration of migrants, beneficiaries of asylum and unaccompanied minors in Italy and in particular in Rome. Students will conclude their projects by presenting a proposal for an equitable living for all. The methods of presentation are designed to support the students in this challenge. The following approaches will be used:

- **Classes:** will be on site at IES Rome.
- **Lectures:** Each week students will prepare for class by reading the materials during or before the lesson. It is important to complete all reading assignments as key concepts will be discussed during the class sessions.
- **Class discussion:** In this course, classes will be a hybrid approach, combining discussions, analysis as well as field work.
- **Individual assignments:** Students are required to complete 4 assignments over the course of the semester and serve as progress milestones. The assignments have to be completed individually.
- **Group mid-term draft and project proposal:** Groups will develop their own projects based on the local context with methodological guidance provided by the professor. The project proposals are based on local organizations studied throughout the term. As a group, they will develop the midterm draft and the final project proposal.
- **Group project presentation:** student groups will give short presentations to the other groups on their work. Students will be expected to give feedback to the other groups.
- **Materials in Moodle:** Key readings, videos, podcasts and other online resources designed to develop a general understanding of the subject matter and trigger discussion.

REQUIRED WORK AND FORM OF ASSESSMENT:

- **Participation - 20%**
- **Individual Assignments - 40%**
 - Introduction to the local context: How equitable is Rome? Prepare a list of key aspects necessary to ensure that the SDGs are respected and then prepare a report of the field study (10%)
 - Local organization case study 1: Your report on field study, with SWOT analysis of strong and weak points, and possible solutions (10%)
 - Local organization case study 2: Your report on field study, with SWOT analysis of strong and weak points, and possible solutions (10%)
 - How can I rewrite a newspaper article about a migration topic? (10%)
- **Group Assignments – 40%**
 - **Midterm Project Draft - 20%**
 - Research draft defining the challenges to be addressed in Rome (10%)
 - Preparation of questions for the in-class discussion of draft (10%)
 - **Final Project Assignment - 20%**
 - Preparation of questions for the stakeholders examining your project (5%)
 - Oral presentation in class (5%)
 - Written project proposal, with its connections to SDGs, to the local context and to the interdisciplinary and integrated perspective (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 classroom lectures. A general participation rubric is posted on Moodle.
- **Assignments:** Students are required to complete 4 individual assignments over the course of the semester and serve as progress milestones. Individually, they will also function as in-class experts on reading assignments.
- **Group Midterm Assessment:** For the midterm assessment, students must prepare a draft of their project and outline for their final presentation. Each group will present their project draft and engage the other students as discussants. The assessment will examine the clarity of the proposed project, its thoroughness, and the use of resources. The presentation must demonstrate active participation of each group's member, and the group's ability to apply course content to the local context through an integrated and interdisciplinary lens.
- **Group Final Project:** Students will work in interdisciplinary groups to deliver panel presentations to an audience of the

professor and fellow students. Each student should equally contribute to the group's project, and each student will be assessed on their individual contributions to the project. Each group must define a challenge for migrant communities in Rome or Italy and propose policy recommendations or actions to improve this issue. Each group will receive feedback from their peers and from the instructors. 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 collaborate and exchange ideas across different disciplines, to critically analyze the issue and to apply an integrated approach.

LEARNING OUTCOMES:

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

- Recognize and explain the complexity and linkages of migration laws and human rights in different scales and in local 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 different locations and the mobility dynamics between the Global North and the Global South.
- Compare and critique equity and justice policies affecting different migrant communities.
- Understand, from a human rights perspective, the main challenges to guarantee the right to migrate and the right to asylum within growing anti-immigration political and societal contexts.
- Use of different tools and methods in project planning and design.
- Learn the complex dynamics of integration and multiculturalism in Italy and in Rome.
- Apply global frameworks such as the SDGs and different instruments of International Human Rights Law and International Refugee Law to local challenges in migration through an interdisciplinary approach.
- Differentiate what makes solutions around migration issues feasible or not.
- Work collaboratively with interdisciplinary groups.

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including field studies. Meeting one day a week, if a student misses more than one class in this course, 2 percentage points will be deducted from the final grade for every additional absence. Four absences will result in a failing grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. IES will only consider extreme emergency cases and will strictly adhere to this policy.

CONTENT:

Week	Content	Readings and materials
Week 1	Introduction to the Course and to Students' Goals and Skills • Get familiar with the course structure, learning tools, and dynamics. • Learn the basics of intersectional equity and the SDGs framework. Reflection: What is your experience with migration-related topics? What are your personal interests and skills? What would you like to have learned by the end of the course? Activity: Prepare an initial list of key aspects and conditions necessary to ensure that the SDGs are respected in a local context. This list/questionnaire will be used during a	Required readings: United Nations, Department of Economic and Social Affairs, <i>Sustainable Development Goals</i>, available: https://sdgs.un.org/goals Céline Cantat, Antoine Pécoud, Héléne Thiollet. <i>Migration as Crisis</i>. American Behavioral Scientist, 2025, 69 (6), pp.627-649 Recommended readings: Sánchez-García, P. A. et al. (2025) Toward an intersectional equity approach in social-ecological transformations <i>Global Sustainability</i> (Cambridge University Press). Individual assignment 1 (part 1): How equitable is Rome? Prepare a list of key aspects necessary to ensure that the SDGs are respected, and a list

	walking tour scheduled for the following week.	/ questionnaire for the field study of week 2.
Week 2	Where Have You Landed? Walking tour to Termini Station and Piazza Vittorio, a multicultural neighborhood. Students will take part in a walking tour to become familiar with their host city and with migration in Rome. The activity will be guided by the Professor and supported by a questionnaire designed on week 1, to focus on key aspects of the course related to migrant integration processes in Rome and Italy. Activity: Pair and share impressions about the tour and the local context. At the end of the tour, the class will discuss their impressions, having a chai tea in a multicultural restaurant.	Individual assignment 1 (part 2): Students will work on the basis of the activity and list /questionnaire prepared in week 1, and will prepare a final report.
Week 3	Local Case Study 1 Field Study to a local organization. Students will visit a local organization working with migrants or migrant communities. Students will learn about the activities the organization offers to migrants, the main challenges migrants face upon arrival in Italy, the traumas they may have experienced before reaching the country, and the services provided by the center to support their adaptation to life in Italy. This session will conclude with a discussion and an introduction to a possible project that students may develop in collaboration with the local organization and its guests, working in social integration or migrant communities, analyzing economic, environmental, and social dimensions.	Required readings: Elhami & Khoshnevisan (2021): <i>Conducting an Interview in Qualitative Research: The Modus Operandi</i> https://files.eric.ed.gov/fulltext/EJ1333875.pdf Jamshed, S. (2014), Qualitative research method – interviewing and observation https://pmc.ncbi.nlm.nih.gov/articles/PMC4194943/ Recommended readings: Hilde Caroli Casavola (2026), <i>Integration of Migrants and Protection of Women's Rights in Italy - Populations</i>, vol. 2, n.1 https://www.mdpi.com/3042-4372/2/1/6 Mattia Collini (2022), <i>The Role of Civil Society Organisations in the Integration of Migrants, Refugees and Asylum Seekers in the Italian Labour Market</i>, <i>Voluntas</i> https://pmc.ncbi.nlm.nih.gov/articles/PMC9040698/ Individual assignment 2: Case study 1: your SWOT analysis of strong and weak points, and possible solutions

Week 4	The Pain of Migration Exploring complexities and implications, particularly within the context of the Mediterranean region and Rome. Italian and European migration policies. The Common European Asylum System: stages in the development of the legal framework and currently contested policy issues. Guest lecture: a refugee will share their migration experience, the reasons for leaving their country of origin, and the traumatic journey undertaken to reach Italy/Europe.	Required readings (to be assigned to different groups): Giuliani, Gaia (2016) “The Mediterranean as a stage: borders, memories, bodies”. In Proglia, Gabriele (Ed), <i>Decolonising the Mediterranean: European Colonial Heritages in North Africa and the Middle East</i>, Cambridge Scholars Publishing, 91-104. Moreno-Lax, V., Allsopp, J., Tsourdi, E. et al. (2021) “The EU Approach on Migration in the Mediterranean”, European Parliament, Policy Department for Citizens’ Rights and Constitutional Affairs. Recommended readings and video: Poon, J. H. K. (2020), “Safeguarding the Principle of Non-Refoulement in Europe: Counteracting Containment Policies in the Common European Asylum System”, PhD Dissertation, University of Western Ontario. BBC Two - Exodus: Our Journey, Our Journey to Europe, Episode 1
Week 5	Local Case Study 2 Field Study to a local organization Students will visit a local organization active in the topics related to the course. Students will learn about the activities the organization offers to migrants, the main challenges migrants face upon arrival in Italy, the traumas they may have experienced before reaching the country, and the services provided by the center to support their adaptation to life in Italy. This session will conclude with a discussion and an introduction to a possible project that students may develop in collaboration with the local organization and its guests, working in social integration or migrant communities, analyzing economic, environmental, and social dimensions.	Required reading: Marco Catarci & Matilde Rocchi (2018), <i>The Inclusion of Unaccompanied Minors in Italy - Education Sciences & Society</i> (FrancoAngeli) https://www.francoangeli.it/riviste/SchedaRivista.aspx?IDArticolo=60814 Recommended reading: Catia Fierli et al. (2024), <i>Non-Formal Education for the Inclusion of Unaccompanied Migrant Children in Italy, Education Sciences (MDPI)</i> https://www.mdpi.com/2227-7102/14/7/781 Individual assignment 3: Case study 2: your SWOT analysis of strong and weak points, and possible solutions.
Week 6	Refugees or Economic Migrants: When Words Matter An insight on economic migration and forced migration in the global context and in Italy. Global mobility trends and local policies for refugees and economic migrants in Italy and Rome. The Italian policies for adults and for unaccompanied minors. Case studies on good practices and critical cases. Mid-term draft presentation of project proposal.	Required readings (to be assigned to different groups): Carbone, G. (Ed) (2017), Out of Africa. Why people migrate Quinn, S. & Ruiz, I. (2022), Forced migration: evidence and policy challenges, <i>Oxford Review of Economic Policy</i>, Vol. 38(3). IOM: Migration Flow to Europe – Arrivals European Union Agency for Asylum - Country Overview: Italy – 2025 Update Group Assignment 1: Mid-term draft of project proposal: defining the challenges to be addressed in Rome.

Week 7	Work, Documents, Integration Limited labor market access for asylum seekers and economic migrants in Italy and Rome. (Dis)integration throughout asylum and work visa procedures. The black market of visas and the ghettos of poverty. The Italian Citizenship Law and the question of the 'Second Generations'.	Required readings (to be assigned to different students within the groups): Collini, M. (2022), Italy: The Promised Land? Journeys of Migrants, Refugees and Asylum Seekers Towards Labour Market Integration , In <i>Immigrant and Asylum Seekers Labour Market Integration upon Arrival: NowHereLand</i> , IMISCOE–Springer (Open Access). De Petris, A. (2023), The Political Economy of Migration Policies in Italy , Policy Brief, Foundation for European Progressive Studies (FEPS). Bello, B. G. (2023), Perspective on "Second Generations" in Today's Italy: To Be or Not to Be a Citizen? , <i>ADIM Blog – Analyses & Opinions</i> .
Week 8	The role of media, politicians and the civil society: Facts vs Perceptions How the 3 actors can contribute to an inclusive and equitable city, or not. Crimmigrants: who are they?	Required readings (to be assigned to different groups): Ambrosini, M. (2024), Migration in Italy: Between Facts and Public Perception , <i>bpb – Federal Agency for Civic Education</i> (Southern Europe Series) Gulli, I. (2023), Crimmigration as a Totalising Horizon of Emergency Legislation in Italy , <i>La legislazione penale</i> . Individual assignment 4: How can I rewrite a newspaper article about a migration topic?
Week 9	Identifying issues: critical mapping and problem tree. Is Rome an inclusive and equitable city? In this session, we will delve into the concept and methodology of critical mapping , which seeks to uncover the underlying narratives, social dynamics, and inequalities that shape our understanding of space and place. Guiding questions: What equity-related issues can we identify in Rome? Which of these issues are related to the two student projects? How do the different disciplines represented by the group's members approach and address these issues?	Required readings (to be assigned to different students within the groups): 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 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. Identifying the focal issue with 'Problem Tree Analysis' technique: https://www.youtube.com/watch?v=-j_Y7D35H4&t=28s

Week 10	Identifying solutions: Reverse brainstorming. The right to the city for all. How should the city for everyone be like? Identifying key challenges that face in terms of equity and how to tackle them to build equitable environments. Conduct research for: - Defining the local context and how it relates to the selected challenges. - Identify best practices and examples on how to address the identified challenges.	Required readings and videos: 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 Find unexpected solutions with Reverse Brainstorming: https://www.youtube.com/watch?v=tEKb4ManS6w
Week 11	Developing the project proposal – part I Theory of change: - Identify highlights and opportunity areas. - Create a stakeholders Map - Identify and map the input of the involved stakeholders.	Required reading: Rikke Friis Dam; Teo Yu Siang. Stakeholder Mapping: The Complete Guide to Stakeholder Maps . 2022.
Week 12	Developing the project proposal – part II Theory of change 2: elements of success. Which elements of the local context can enhance/hinder success? Interview exercise with a group of stakeholders If success is achieved, how will the proposal look in 5 years?	Required reading: Patricia Rogers, 2014, “ Theory of Change ”, <i>Methodological Briefs—Impact Evaluation No. 2</i> , UNICEF Office of Research, Florence. Group assignment 2 (part 1): Preparation of questions for the stakeholders examining the student group project proposal.
Week 13	Final presentations and Course conclusions The Projects will be presented to the class and the group will act as experts, taking questions from the audience.	Group assignment 2 (part 2): Oral presentation in class and written project proposal.

REQUIRED READINGS AND MATERIALS

United Nations, Department of Economic and Social Affairs, *Sustainable Development Goals*, available: <https://sdgs.un.org/goals>

Céline Cantat, Antoine Pécout, Hélène Thiollet. [Migration as Crisis](#). American Behavioral Scientist, 2025, 69 (6), pp.627-649

Elhami & Khoshnevisan (2021): *Conducting an Interview in Qualitative Research: The Modus Operandi*
<https://files.eric.ed.gov/fulltext/EJ1333875.pdf>

Jamshed, S. (2014), Qualitative research method – interviewing and observation

<https://pmc.ncbi.nlm.nih.gov/articles/PMC4194943/>

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.

Moreno-Lax, V., Allsopp, J., Tsourdi, E. et al. (2021) - “[The EU Approach on Migration in the Mediterranean](#)”, European Parliament, Policy Department for Citizens’ Rights and Constitutional Affairs.

Marco Catarci & Matilde Rocchi (2018), *The Inclusion of Unaccompanied Minors in Italy - Education Sciences & Society* (FrancoAngeli) <https://www.francoangeli.it/riviste/SchedaRivista.aspx?IDArticolo=60814>

Carbone, G. (Ed) (2017), [Out of Africa. Why people migrate](#)

Quinn, S. & Ruiz, I. (2022), [Forced migration: evidence and policy challenges](#), *Oxford Review of Economic Policy*, Vol. 38(3).

IOM: [Migration Flow to Europe – Arrivals](#)

European Union Agency for Asylum - [Country Overview: Italy – 2025 Update](#)

Collini, M. (2022), [Italy: The Promised Land? Journeys of Migrants, Refugees and Asylum Seekers Towards Labour Market Integration](#), In *Immigrant and Asylum Seekers Labour Market Integration upon Arrival: NowHereLand*, IMISCOE–Springer (Open Access).

De Petris, A. (2023), [The Political Economy of Migration Policies in Italy](#), Policy Brief, Foundation for European Progressive Studies (FEPS).

Bello, B. G. (2023), [Perspective on “Second Generations” in Today’s Italy: To Be or Not to Be a Citizen?](#), *ADiM Blog – Analyses & Opinions*.

Ambrosini, M. (2024), [Migration in Italy: Between Facts and Public Perception](#), *bpb – Federal Agency for Civic Education* (Southern Europe Series)

Gulli, I. (2023), [Crimmigration as a Totalising Horizon of Emergency Legislation in Italy](#), *La legislazione penale*.

Yuval-Davis, N. (2006). Belonging and the politics of belonging. *Patterns of Prejudice*, 40(3), 197–214.
<https://doi.org/10.1080/00313220600769331>

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.

Identifying the focal issue with ‘Problem Tree Analysis’ technique: https://www.youtube.com/watch?v=j-_Y7D35H4&t=28s

Woods, D. R., Benschop, Y., & van den Brink, M. (2021). What is intersectional equality? A definition and goal of equality for organizations. *Gender, Work & Organization*, 1–18. <https://doi.org/10.1111/gwao.12760>

Find unexpected solutions with Reverse Brainstorming: <https://www.youtube.com/watch?v=tEKb4ManS6w>

Rikke Friis Dam; Teo Yu Siang. [Stakeholder Mapping: The Complete Guide to Stakeholder Maps](#). 2022.

Patricia Rogers, 2014, “[Theory of Change](#)”,
Methodological Briefs—Impact Evaluation No. 2, UNICEF Office of Research, Florence.

RECOMMENDED READINGS AND MATERIALS:

Sánchez-García, P. A. et al. (2025)
[Toward an intersectional equity approach in social–ecological transformations](#)
Global Sustainability (Cambridge University Press).

Hilde Caroli Casavola (2026), *Integration of Migrants and Protection of Women’s Rights in Italy - Populations*, vol. 2, n.1
<https://www.mdpi.com/3042-4372/2/1/6>

Mattia Collini (2022), *The Role of Civil Society Organisations in the Integration of Migrants, Refugees and Asylum Seekers in the Italian Labour Market*, *Voluntas* <https://pmc.ncbi.nlm.nih.gov/articles/PMC9040698/>

Poon, J. H. K. (2020), "[Safeguarding the Principle of Non-Refoulement in Europe: Counteracting Containment Policies in the Common European Asylum System](#)", PhD Dissertation, University of Western Ontario.

BBC Two - Exodus: Our Journey, Our Journey to Europe, Episode 1

Catia Fierli et al. (2024), *Non-Formal Education for the Inclusion of Unaccompanied Migrant Children in Italy*, *Education Sciences* (MDPI) <https://www.mdpi.com/2227-7102/14/7/781>