

Migration and Its Impact on Developing Countries

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Abstract

Issues of internal and international migration are felt in the Global North and South. In 2017, while over 78 million international migrants lived in Europe, 80 million international migrants settled in Asia, and 25 million in Africa. Levels of internal migration are less documented, particularly in the Global South. However, internal migration is a key policy issue as countries in the Global South with higher numbers of internal migrants (including internally displaced people) are among conflict-affected regions of Western and Eastern Asia and developing countries affected by environmental disasters (WEF, 2017).

Despite the global nature of migration, a Western-centric perspective and discourse dominates the literature and research landscape with the focus on migration from the Global South to the Global North, or on migration patterns within the Global North exclusively. As a response to this, the current paper explores migration within the context of the Global South, focusing on how cities face the challenges arising from increased levels of migration. Using case studies from six countries in the Global South (Tanzania, Zimbabwe, Philippines, South Africa, Iraq, and Iran) we explore differing patterns of migration within these six case study countries, what the challenges arising from these trends, and how Universities respond to mitigate the negative consequences of international and internal migration in cities.

Introduction

According to the United Nations *International Migration Report* (2017), the number of international migrants worldwide has increased significantly from 173 million in 2000 to 258 million in 2017. In 2017, over 78 million international migrants lived in Europe but also many developing countries are large recipients of international migrants, particularly Asia (80 million) and Africa (25 million). Nevertheless, a Western-centric perspective dominates the literature and research, with the focus being on global south to global north migration or exclusively the migration within the global north.



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Moreover, internal migration is given significantly less attention than international migration; in part, this is due to logistic difficulties in evaluating the scale of this type of population movement especially in developing countries. Worldwide, internal migration affects an estimated 763 million people (WEF, 2017). Countries with higher numbers of internal migrants (including internally displaced people) are among conflict-affected regions of Western and Eastern Asia and developing countries affected by environmental disasters (WEF, 2017). Consequently, the impact of migration has to be recognised and analysed also from the perspective of the global south where many migrants inhabit the overcrowded metropolises of Asia, Africa and South America. The overall population growth related to international and internal migration is absorbed by the cities. It is estimated that the number of people living in cities will almost double to some 6.4 billion by 2050 (IOM, 2015). Consequently, migration places significant demands on the cities' infrastructure and ability to provide public services such as education, employment, adequate housing, electricity, water and food supply. For those migrants settling in the city, they also face issues of social cohesion.

In looking for solutions to increased levels of uncertainty and austerity, a growing number of HEIs throughout the world, position themselves as key local stakeholders (along with the local government, industries and civil society) in supporting economic and ecological sustainability, equity and social inclusion, and health and well-being. While research and teaching are commonly identified as main missions of higher education (Duke at el., 2013), this concept of regional engagement (also known as a '3rd mission' of higher education) plays a significant role in improving quality of life and providing more opportunities for local communities including migrants. Consequently, the *Strengthening Urban Engagement of Universities in Asia and Africa (SUEUAA)* project, and more specifically the migration strand, aims to enhance the capacity of universities in developing countries to optimise their current engagement practices and to identify the potential for growth in integrating migrants and promoting sustainable cities.

The first section of this report will focus on analysing an overall picture of (a) international migration; (b) internal migration (from rural to urban areas); (c) reasons for migration and (d) challenges of migration. These will be discussed in reference to the six SUEUAA study locations: Tanzania (Least Developed), Zimbabwe (Low Income Country), Philippines (Lower Middle Income) and South Africa, Iraq and Iran (Upper Middle income).

The main trends of migration

International migration

Migration is a complex process, which triggers significant structural transformations in developing countries. This section focuses upon the scale of international migration in six participating countries.



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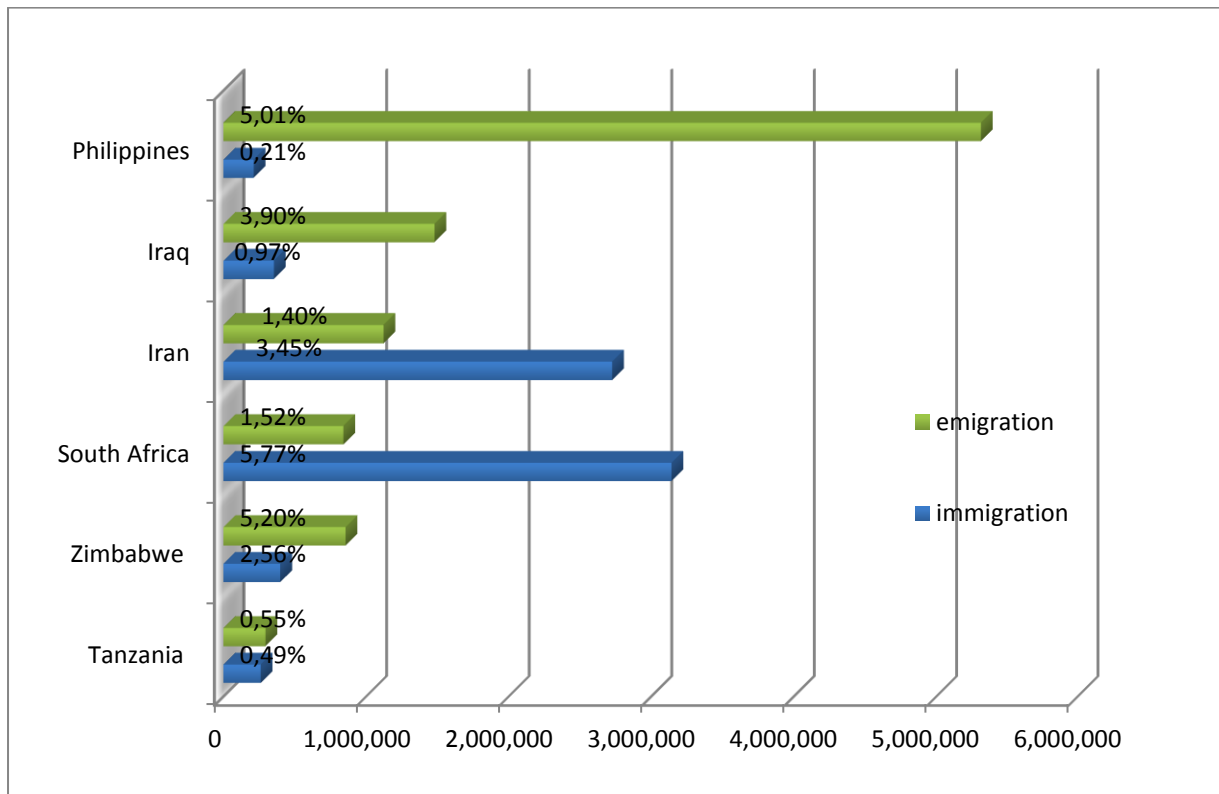


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Table 1: Number of international migrants with an indication of percentage of total population



Source: United Nations, Department of Economic and Social Affairs, *International Migrant Stock* (2015)

As can be seen in Table 1, migration patterns vary substantially across the analysed countries. South Africa with 3.1 million and Iran with 2.7 million hosted the largest number of international migrants in 2015. Due to their geopolitics, demographics and economic opportunities, these countries seem to be the preferred destination for migrants. It has to be highlighted that, Iran remains one of the largest refugee hosting countries with over 3 million refugees mostly from Afghanistan and Iraq (UNHCR, Islamic Republic of Iran, 2017)¹. All developing countries of destination face a number of challenges related to heavy financial implications, inadequate migration management policies, rising xenophobia, and high prevalence of communicable diseases (such as tuberculosis, HIV and AIDS), poor infrastructure, sanitation and housing conditions.

¹ Table 1 captures IOM’s global statistics that classify refugees and migrants under the same category.



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Economic disparities between nations underpin a great deal of the international movement. The Philippines have been a major migrant-sending country (with over 5.3 millions in 2015). While the country is pioneering in many aspects of migration management, it still remains vulnerable to various forms of irregular immigration including trafficking and smuggling. Zimbabwe also experiences high rates of migrant-sending. Since 2000, in Zimbabwe the large scale of out-migration has been triggered by the severe economic crisis, but also by political instability especially surrounding presidential and parliamentary elections. Also, in Iraq, civil war triggered international migration (over 1.4 million in 2015) but armed conflict in Syria (the neighbouring country) resulted in Iraq accepting over 231, 000 Syrian refugees in 2016 (UNHCR, Iraq, 2017). Finally, Tanzania is a country with relevant political stability. It experiences a flow of migrants and refugees moving to and through the country particularly from northern parts (such as Democratic Republic of Congo, Burundi, Rwanda and Uganda, Somalia and Ethiopia) to southern parts of Africa. The major challenge related to migration is addressing the number of illegal immigrants in the country. IOM in Tanzania also highlights the issues of international labour migration (over 294,000) and large movement of population from urban to rural.

The next section indicates that most developing countries experience a considerable migration from rural to urban areas.

Internal migration- from rural to urban areas

The lack of data on rural migration makes it difficult to evaluate the scale of this type of population movement. However, the relationship between rural and urban population growth can be used to conceptualise (to some degree) internal migration.



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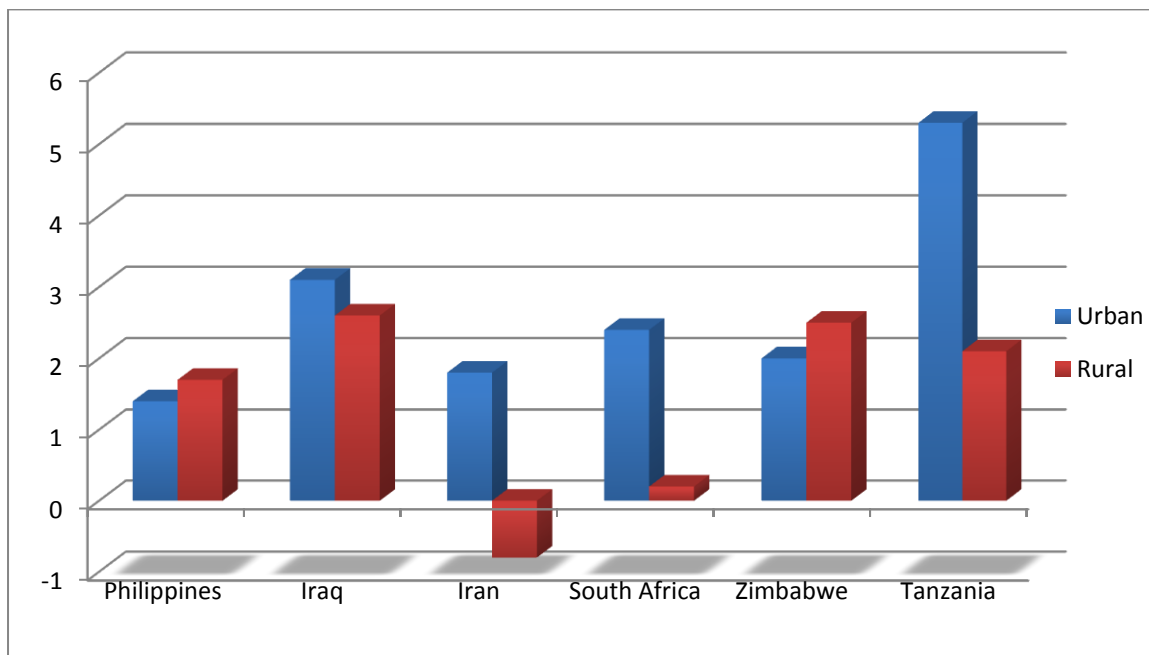


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Table 2 Rural and urban population growth (%)



Source: The World Bank Data on urban and rural population growth (2016)

An analysis of data from six participating countries indicates that in Iran and South Africa rural populations are growing at a much slower pace with a difference in rural and urban percentage growth of 2.6% and 2.2% respectively. The Philippines and Zimbabwe experience higher levels of population growth in rural than urban areas with a difference in rural and urban percentage growth of 0.3% and 0.5% respectively. Also in Tanzania and Iraq, the increase of rural population is still significant. One of the most common explanations for the migration from the rural areas in developing countries is the high rate of rural population growth. This degree of demographic pressure has to be seen in relation to other push factors (which are common for all participating countries) such as land shortages, low levels of agricultural productivity and income, and a weak non-agricultural sector. People move from the economically depressed peripheral regions towards cities. The widespread tendency of governments to invest predominantly in the areas of strategic geographical importance resulted in cities becoming centres of economic activity, new opportunities and better livelihood.

The next section discusses in more detail motives, which underpin people's decision to migrate.



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Reasons for migration

In the context of this paper, migration is understood as a response to a wide range of factors and circumstances, which have an impact on the decision to move. This perspective is rooted in the Everett Lee's model of push/pull factors (where 'push factors' relate to issues *forcing* an individual to move elsewhere- such as drought, famine, conflict, lack of job opportunities; 'pull factors' relate to issues *attracting* an individual to move elsewhere- higher job opportunities, higher quality of life). Based on the regional profiles it is possible to distinguish three main push factors of both international and internal migration. These are described below.

- Livelihood migration

Livelihood-migration might be seen as a response to the unevenness of the development process. In this context population movements are triggered by the search for economic opportunities. As discussed in previous sections on international and internal migration, economic differences between countries and between urban and rural regions underpin a great deal of movement. In the hope of better economic prospects and improved welfare people make decisions about migration. However, also educational opportunities are an important factor in moving towards a new destination.

- Conflict migration

The dominant paradigm in conflict migration suggests that migration occurs when threats to security rise beyond the acceptable level (Raleigh, 2011). In Iraq there are some overt political push factors including war crimes, violation of international humanitarian law and human rights abuses (Amnesty International, Iraq). Since December 2013, conflict between the Iraqi Security Forces and Islamic State Armed Groups (IS) has resulted in considerable population displacement. Military operations to retake IS-held territory in the Mosul corridor that started in June 2016 caused further violence and persecution of civilians. IOM in Iraq (2017) has identified that over 3 million Iraqis have been internally displaced, sheltering in informal settlements, with local communities or in IDP camps. As two groups of Muslims Shia (the government) and Sunni (IS forces²) fight to gain control over the country, civilians (including non-Muslim religious groups

² It has to be pointed out that Sunni Muslims around the world condemn actions and violence of IS soldiers.



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such as Yazidis who has been persecuted by the IS) are trapped in conflict and violence. Personal economic status might influence the spatial choices made to escape direct violence. Those with fewer assets (land, property, savings), education, skills and experience move a shorter distance to the next safe place, and are often unable to migrate (Van Hear, 2004). Until now in Iraq, less than 1.5 million civilians have returned to their places of origin (IOM in Iraq). Similarly, in Philippines, the Battle of Marawi a five-month-long armed conflict (23 May - 23 October 2017) between Philippine government security forces and militants affiliated with the Islamic State of Iraq and the Levant (ISLI) resulted in half a million people being internally displaced (Amnesty International).

Zimbabwe has also been affected by the conflict-migration. The Zimbabwe African National Union-Patriotic Front (ZANU-PF) led by Robert Mugabe held power in Zimbabwe for three decades. The party initially underpinned by the ideas of emancipation and equality with time transformed into an authoritarian ruling party which would not tolerate the emergence of democratic opposition (Movement for Democratic Change, MDC). Since 2000 civilians in Zimbabwe have been experiencing slow and increasingly brutal series of attacks from the government. The major periods of state-sponsored violence include early 2000s when the land expropriations resulted in a large-scale physical displacement. In 2005 *Operation Murambatsvina* forcibly cleared slum areas in the country and affected over 700,000 civilians, mainly urban voters, who had made up much of the Mugabe's opposition. In March 2008 the violence came to climax when Mugabe lost presidential election and even after winning the runoff election in June the opposition have suffered repression (Bratton and Masunungure, 2008). Nevertheless, with the recent political situation in Zimbabwe there is an opportunity to restore the civilian government in the country. The International Organisation on Migration (IOM in Zimbabwe) indicates that people migrate mostly for economic and political reasons. Much of Zimbabwe's migration is circular and temporary where cross-border contract workers, informal trades etc. continually move back and forth across neighbouring borders. Conflict-related movements per se are often regarded unpredictable and hard to analyse.

- Environmental migration

The adverse effects of global warming and climate change are most felt among developing countries and might lead to environmental migration. As indicated by the partner universities, in Asia extreme weather events such as flooding, earthquakes and typhoons have a number of health consequences (e.g. water contamination poses serious threats to health from cholera, typhoid and dengue) and challenge food security (e.g. crop failure and the reduction of agricultural productivity). Similarly in Africa, droughts and

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desertification force people to look for new land and water sources. Water scarcity and food insecurity in rural areas push people to move to urban centres.

In 2017 Philippines experienced two tropical storms (*Pakhar* and *Jolina*), three typhoons (*Hato*, *Doksuri* and *Nesat*), four earthquakes (*Leyte*, *Sarangani*, *Batangas*, *Surigao*) and floods (*Visayas* and *Mindano*). In November 2017 an earthquake of 7.3 magnitude hit the boarder region of Iran and Iraq. At the beginning of 2017 Zimbabwe was affected by floods, which were followed by a severe drought. In 2016 Tanzania experienced significant flooding and an earthquake of 5.9 magnitude. In May 2017 South Africa's Western Cape province declared drought disaster. These are some of the examples of natural disasters, which might lead to environmental migration.

Whilst it has been possible to identify some common dimensions of migration in six developing countries, the characteristics remain complex and dependent upon local contexts, including economic, social, cultural, political and environmental circumstances. However, there are some common challenges across participating countries related to population movements.

Challenges of migration and exemplars of good practice

Common among partners is a deep commitment to ensuring that HEIs can strengthen their capacity to contribute to regional development and address challenges related to migration. The following discussion highlights challenges related to migration and examples of regional engagement projects delivered by HEIs in their localities.

Unemployment

A major obstacle to sustainable urban development is inability to provide employment for a growing labour force. Influx of migrants in developing countries is likely to undermine further the existing employment opportunities. People often migrate in hope of finding a better life elsewhere, but some of them end up shifting from one disadvantaged environment to another. In many developing countries *entrepreneurship* is seen as a sensible strategy to address the lack of opportunities in the formal economy (for both local people and migrants).



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All partners are involved in developing educational programmes for economic and entrepreneurial development. For example the University of Zimbabwe is developing a range of programmes to improve the capacity of the informal sector and strengthen entrepreneurship skills. The programmes include: designing new products, producing high quality artefacts, and improving competences in costing and marketing products. The training also aims to cover development of soft skills (e.g. communication) and basic academic skills related to mathematical, scientific, technological and engineering competences. Similarly, University of Dar-es-Salam offers a range of courses to facilitate the development of entrepreneurial capacity in Tanzania. The University aims to position itself as an effective catalyst for job creation, economic development and poverty alleviation through providing training such as entrepreneurial business, business planning and growth, governance, negotiation skills, effective leadership etc.

Similarly, the University of Kurdistan (Iran) in the light of its strategic vision to strengthening its ties with surrounding local community has tried to offer many learning opportunities, placement, applied courses and Startups for empowering undergraduate, graduate and postgraduate students with entrepreneurship skills, key qualifications which fosters their self-employment. Indeed the university's Technology Incubator Center (TIC), Center for Entrepreneurship, the Office for Industry Liaison, and Center for Counseling Services are main relevant unites for delivering these learning objectives. Furthermore, in order to improve the graduate employability and entrepreneurship, University of Kurdistan runs regional and national 'weekend startup' and business ideas workshops at least twice a year with close cooperation of relevant public bodies and private business companies.

Having limited opportunities for producing goods and making an income people migrate from the countryside. However, helping rural areas to become more sustainable by improving the rural economy, food production and standard of living could be step towards accommodating needs of rural population. For example in Tanzania *the Sokoine University of Agriculture*, offers training and courses for farmers. These programmes aim at working with the local community to teach natural farming methods, reducing soil erosion and improving water-holding capacity of the soil.

In Iraq, the Kurdistan Regional Government (KGR) Ministry of Higher Education in collaboration with the *University of Duhok* and *Duhok Polytechnic University* provide student-exchange programmes (known as astathafa programmes) with both national and international partner institutions. This gives students an opportunity to increase their employability skills. Moreover, the Universities in Duhok

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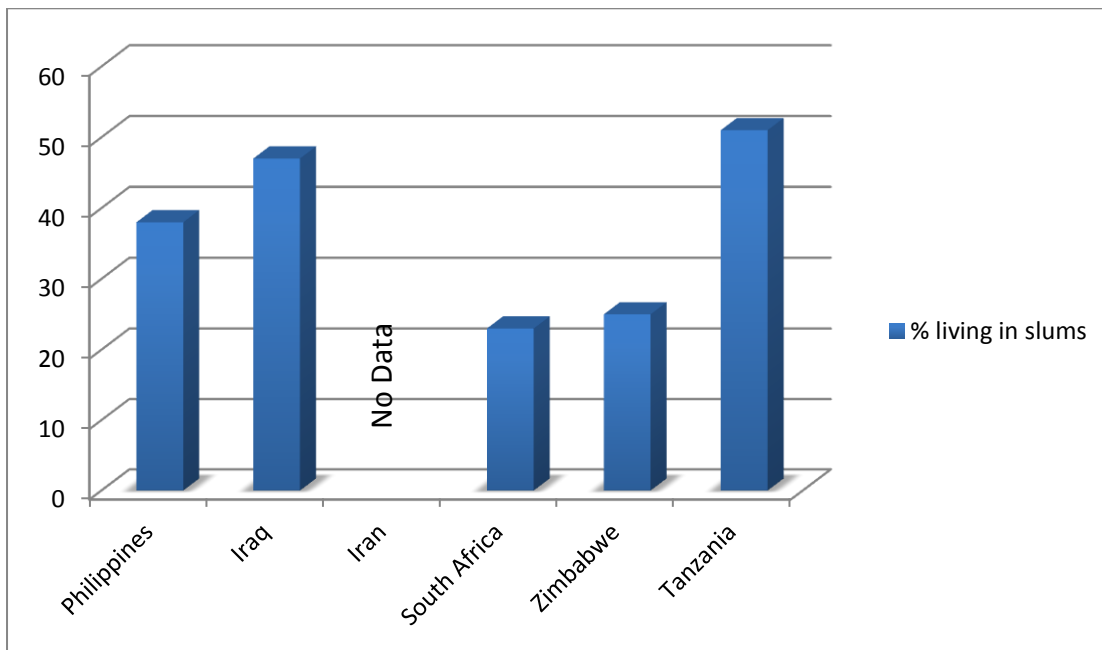
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recognise prior learning of IDPs and refugees (e.g. from Syria and Turkey), allowing students to be admitted to higher education programmes and continue studying at the same level as they had previously before having to flee.

Housing and access to urban services

One of the consequences of the high rate of urban population growth is the rise of unplanned settlements (slums). Cities struggle to find resources and expertise to adequately accommodate citizens and newly arriving people. Similarly, as a result of conflict-migration, internally displaced people are forced to live in informal settlements or makeshift camps within municipalities that struggle to support them. Providing adequate shelter and living environments for a growing number of population is one of the crucial problems. Crowding people in housing with poor sanitation, drainage and water supplies can lead to many health risks.

Table 3 Population living in slums (% of urban population)



Source: The World Bank (2014)



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In 2014, percentage of urban population living in slums was highest in Tanzania (51%), Iraq (47%) and Philippines (38%). In South Africa and Zimbabwe the percentage of slum population is at the levels of 23% and 25% respectively. There is no data available for Iran. Upgrading physical and economic structures within slums could reduce social disadvantages (UNHABITAT).

Meeting the social and economic needs of slum/township communities has a vital role in creating a vibrant, socially inclusive, and growing economy. By partnering with local communities to gather sector specific data, the University of Johannesburg has mobilised cross-disciplinary research networks to drive social innovation in the township economy. These initiatives are developed to respond to social demands that are traditionally not addressed by the market or existing institutions. These initiatives include (a) identification of social needs; (b) co-creating new solutions in response to these social needs; (c) evaluation of the effectiveness of new solutions based on social, environmental and economic impact; and (d) scaling up of effective social innovations. The University partners with the local government, to address its Township Revitalisation Goals and Food Resilience Strategy priorities. The research and applied research activities promote a development strategy based on the sustainable livelihoods framework and seek to create inclusion and prosperity opportunities for those in townships.

In the case of Dar es Salaam (Tanzania) efforts have been made to deliver improved sanitation in informal settlements. The limited access to infrastructure services, particularly sanitation facilities, poses potential risks to residents' health and the environment. Consequently, the Department of Urban and Regional Planning at Ardhi University conducted research, which examines how and to what extent residents in informal settlements get access to improved sanitation. The findings suggest that the existence of community based groups for dealing with sanitation issues significantly contribute to educating the local communities. However, the study calls for the involvement of the local government in an effort to improve sanitation conditions. Ardhi University's on-going work on improving infrastructure services in informal settlements has influenced the National Urban Development and Management Policy (2012) and National Housing Policy (2014).

In the search for solutions the University of Duhok (Iraq) is involved in the development of physical infrastructure, where the College of Engineering in collaboration with the city authorities, coordinates water irrigation programmes. This supports the water supply from Duhok and Mosul Dams, the purification of rivers and distribution systems, and wastewater treatment. They also have extended the pure water supply to the refugee camps and installed wastewater treatment in these camps.

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In Iran, many immigrants have settled poorly in self-owned and rental houses and flats in the marginal and low income areas of the cities and have been provided public transportation and health care services. Many others have settled in informal settlements which by law are considered as not recognized areas which are illegal to receive any urban services. Due to the continuous economic crisis in recent years informal settlement area around the cities have been expanded rapidly creating so many economic, social, mental and family problems and crimes causing an overload on the urban public transportation and health care services. Despite this, Ministry of Health and Medical Education governs Kurdistan University of Medical Sciences along with 148 urban and rural Health Care Centers providing health services include vaccinations, care for pregnant women, elderly dental services, occupational health, and treatment of infections and non-infection diseases.

In terms of transportation, in addition to private transportation companies and taxis, there are several bus links from Sanandaj's city center to all surrounded housing area which governs by the Municipality of Sanandaj working from early morning to late evening with subsidized ticket price which very helpful for poor people and those from low class immigrant communities.

In the form of cheap housing projects (Maskane Mehr) likewise other cities in Iran, a housing project in all suburb areas of Kurdistan cities by the Ministry of Road and Housing has already started targeting the housing needs of disadvantaged people including immigrants. This project consists nearly fifty thousand small and cheap flats which are provided by previous registration and initial payment by applicants.

Health issues

Developing countries are faced with a wide range of health related issues with strong spatial variations. Higher Education institutions are involved in addressing health risks, which are triggered by increased population movements and natural disasters.

In Iraq, Duhok City Health authorities in collaboration with the University of Duhok's colleges of Medicine, Pharmacy, and Dentistry provide health services for IDPs and refugees. Moreover, in partnership with German humanitarian agencies, a group of University of Duhok undergraduate psychology students work regularly in IDPs and refugees camps to provide psychological rehabilitation and support.



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In Dar-es-salaam city, there is a specialised university Muhimbili University of Health and Allied Sciences (MUHAS). MUHAS is Tanzania's main health research university and also hosts the main university hospital in the country. Its research activity generates findings that have a great impact on society, particularly in health care. For instance, the MUHAS malaria department has been involved in developing a national testing strategy and identified ways to diagnose malaria faster than has been possible before. They have also contributed to many new policies and regulations in fighting malaria. MUHAS also take part in projects related to HIV/AIDS epidemics in Dar-es-Salaam and in other regions in Tanzania.

The Philippines National University organizes extension programmes to increase environmental awareness and promote and develop resilience to natural disasters.

Education

Common amongst partners is engagement in activities related to *increasing participation in education*. For example, in Tanzania levels of literacy remain low and attempts to increase participation have resulted in an expansion of primary education. Thus, the level of primary school attendance is relatively high (in excess of 81.7%); although attendance in secondary schools falls to around 14.4% (as such, secondary school attendance remains a minority experience). Consequently, in Tanzania, it is suggested that despite efforts to provide basic education for all, there is a need to develop a stronger culture of learning.

There is also a wide range of initiatives across partners that aim at enhancing the quality of lifelong learning. For example in Iran, in order to improve access to education for all a number of plans have been launched by the Kurdistan Department of Education including building more schools in rural areas and informal settlement around cities, employing more qualified teachers, promoting teachers' technological and pedagogical skills and qualifications, Launching the Schools National Network (Roshed.ir) by which children particularly female at the school age from rural deprived area can have access to an accredited on-line learning services. Additionally all public and private universities have created on-line learning portals which can be used both current students, employed and unemployed graduates as well as public civil society at large in this regard Payame Noor University (PNU) which specifically provides distance education at the tertiary level has particular role to play. Particularly UOK via it Centre for Virtual Learning has expanded its unlimited learning opportunities and has announced that its ICT sites and labs, library are open to the public. In addition to these, Department of Education, Department of Extension, Department of Family counseling, Department of Business Administration have extended their ties with the public and private sectors widely to give necessary assistant and advises to local communities when is appropriate. In



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the line with pastoral strategies UOK has created a specific center for blind students which can be used by outsiders too.

Cultural pluralism

Migration may trigger antagonistic attitudes and tensions from host populations and can lead to new conflicts, insecurities and undermine social cohesion. The human rights of migrants have to be protected so they can feel safe and contribute to the social, economic and cultural aspects of the region. At the same time, an important element of addressing cultural pluralism is providing opportunities for those newly arrived to learn local language(s) and obtain cultural knowledge. For example, in Tanzania, the University of Dar-es-Salaam (the Institute of Kiswahili Research) and the Tumaini University, offer Kiswahili language courses. Similarly in Iraq, University of Duhok and Duhok Polytechnic University, provide Kurdish language courses for refugees and IDPs. These programmes are designed to help inform about the local Kurdish culture including regional costumes, history, geography, tourist attractions, music and local food. People are also invited to take part in local and national Kurdish celebrations and festivals. The local NGO's promote and provide information about these programmes.

Moreover, various interventions have been undertaken to try to address the issues of social inclusion. Since 2014, scholars from the College of Basic Education, University of Duhok, in collaboration with the Carl von Ossietzky University Oldenburg, has been working on modernisation and expansion of university teaching and implementation of the new undergraduate programme "Disability Studies and Rehabilitation". The aim of this programme is to promote the concept of social and educational inclusion and to produce graduates who could work inclusively in the Iraqi/ Kurdish society (for example in local schools and community centres). Funded by the German Academic Exchange Service (DAAD), the project also intends to change attitudes of Iraqi lecturers towards the notion of disability, and increase their understanding of the right to education, care and social participation for everyone regardless of for example age, ethnicity or religion.

Similarly in Tanzania, there is an example of a Higher Education initiative this time addressing gender issues. TUSEME ("Let us speak out") is a project that was established by the Department of Fine and Performing Arts, University of Dar es Salaam in 1996. In 1999, the TUSEME approach was adopted by the Ministry of Education and Culture as one of the Ministry's pioneering projects. TUSEME was established in order to give a voice to girls especially in relation to issues that affect their academic and social development. The reasons behind the poor academic performance of girls are interlinked with the culture



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of son preference, domestic work, pregnancies, sexual taboos, HIV/ AIDS, armed conflicts, or non-gender responsive school environment. TUSEME provides a framework for girls' and boys' acquisition of skills to effectively participate in transformation of gender relations to eliminate discrimination and inequalities in society. The TUSEME programme has proven to be highly successful, expanding now to be utilised in 237 Secondary Schools, and 400 Primary Schools throughout Tanzania.

Due to the political structure of Iranian Government which is based heavily on a narrow religious interpretation of Islam, Kurdish likewise all other Sunni Muslims are suffering of a deep rooted cultural and religious discrimination almost in everything. Therefore the Kurdish cultural and religious rights, as a minority, have been systematically denied and ignored by government. Consequently and according to an unwritten policy, all cultural public organizations are to be headed by a Shia person who has to be appointed by central government. Based on this policy immigration is taken place in two different directions: forcing people to leave from Kurdistan as result of underinvestment, high rate of unemployment, and worsening socio-economic and religious and cultural conditions from one hand and encouraging Shia people to move to Kurdistan offering them high position jobs and overpaid salary aiming at changing the Kurdistan demographic figures on the other hand. It is worthy to mention that despite 12 million Kurds in Iran which is about 15% of the country's population, no senior positions neither at the central government nor at the provincial levels have been given to Kurds since 1979's Islamic Revolution. Despite the Constitution's declaration on providing opportunities for learning Kurdish language as a local language, it was denied and ignored purposefully as a result of unwritten national policy. After many years struggling for this basic right, finally we at the University of Kurdistan could get permission from the Ministry of Science, Research and Technology (MSRT) to have our undergraduate students from October 2015.

At the same time and based on the Article 15 the country's Constitution, the Ministry of Education has also allowed that both Kurdish and Turkish languages to be taught to Kurdish and Turkish students at the junior secondary school in the areas where the majority of people speak those languages. Therefore, since the academic year of 2015-2016 secondary schools started to teach Kurdish language to the Kurd students only in Kurdistan Province.

Indeed over last ten years and in the light of increasing demands of Kurds in the all Kurdish provinces for learning Kurdish, both public and private universities as well as private learning centres and NGOs that focus on cultural identity have unofficially offered basic and advanced courses for learning Kurdish language. At the moment beside the Department of Kurdish language and Literature, the Institute for Kurdistan Studies as the only national research Institute in its kind supports all Kurdish Scholars inside

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and outside of the university to carry out several research projects on relevant fields and also provides bases for teaching and improving language proficiencies by any means. The institute also runs several workshop, national and international seminars/conferences and commemorate of Kurdish Scholars who have greatly served the Kurdish community in the past.

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