Climate Mobility
Elective Course in the Climate & Society Program

Instructors:

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Teaching Assistant:

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I. Course Abstract

It is widely accepted that climate factors can and do play a role in migration decision making, though the degree of their influence varies depending on local contexts. In the case of population displacement, rapid onset climate extremes have an even more direct impact on mobility, though again, the degree to which displacement can lead to long-term migration depends on context-specific circumstances and the frequency and magnitude of events. There is also a growing recognition that underlying institutional and structural factors (i.e., root causes) shape the way the climate stressors impact local migration decision-making, and that cultural proclivities and inequitable access to resources, markets, and political power structures often set the stage for ensuing migration flows (domestic and international). Added to this nexus are other factors such as conflict, failed states, and breakdown of local law and order (with contested links to climate change) that make the decision to migrate/flee one of fundamental safety and security.

The donor and development assistance community, as well as the global policy community (e.g. the Global Compact for Migration), are grappling with these complex nexus issues as they seek to develop policies and programs that reduce the potential for distress or mass migration. Responses to date generally fall into four categories: 1) those that address the livelihood aspects of climate migration -- e.g., by improving the prospects for local adaptation; 2) those that seek to facilitate mobility as an adaptation mechanism; 3) those that resettle people in new locations and offer migrant protections; and 4) those that seek to mitigate the impacts of those movements, including environmental impacts, on receiving communities. Unfortunately, programs and policies that address the root causes of decisions to migrate in political, economic and social relations are rare. To be effective, policies need to be based on a solid understanding of the complexity of migration decision-making.

In the developed world, responses to current and potentially increased immigration from developing countries tends to fall into two camps: a resurgent nationalism with measures to prevent or deter migration versus more migrant-friendly policies that seek to protect migrant rights while acknowledging responsibility for climate change by advanced developed countries. In addition, developed countries are facing climate impacts of their own such as sea level rise, riparian flooding and massive fires that have displaced thousands and prompted managed retreat from at-risk areas. This has brought to the fore questions of equity and climate justice as minority populations are often disproportionately affected and least compensated.

This team-taught interdisciplinary course focuses on the social, demographic, economic, political, environmental and climatic factors that shape mobility as well as the legal categories of international mobility (e.g., migrant versus refugee), exploring underlying drivers of the various types of migration –
from forced to voluntary – in order to better understand current and future trends. It brings to the fore equity, climate justice, and human rights considerations, as well as the mental health dimensions of climate displacement and migration. The course will offer students the opportunity to undertake a role-play that explores policy and programmatic responses to climate migration, guided by leading policy experts. In a simulated negotiation of the Global Compact for Migration (GCM), teams of students will employ the knowledge they have gained and a zero-draft of the compact to negotiate the final text of the GCM, taking into account the interests of the party they will represent. This component builds on the Climate School’s Fourth Purpose, which is to apply research to policy design and programs.

The course will be co-led by Alex de Sherbinin and Susana Adamo of the Center for International Earth Science Information Network (CIESIN). Dr. de Sherbinin is a geographer and is a senior research scientist, a lecturer in the Sustainability Science program, and the co-chair of the Climate Mobility Network, and Dr. Adamo is trained as a demographer and is a research scientist and a lecturer in the Sustainable Development major. Drs. de Sherbinin and Adamo, aided by a TA, will work with guest lecturers to tailor their material and arrive at class specific learning objectives, ensuring continuity across the guest lectures and course coherence.

II. Learning Objectives

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

L1: Explain the role of climate and other factors that contribute to migration decision-making.

L2: Critically assess the ‘facts’ related to climate-induced migration presented by media, politicians and other sources, drawing on evidence and the differing viewpoints presented via guest lecturers and course readings.

L3: Discuss the impacts of climate change on vulnerable individuals and communities and the adaptation mechanisms available to them, which are not limited to migration, as well as the issue of involuntary immobility for particularly vulnerable groups.

L4: Apply their understanding of the current status and likely trends in climate-induced migration and displacement to assess policies and programs by development actors, international agencies, and governments in developed and developing countries to address the issue.

L5: Use accumulated knowledge to negotiate text for the Global Compact on Migration related to climate migration.

III. Course Assignments

Grading will be based on two assignments and classroom participation. The assignments include a term paper and a simulated negotiation.

1. One mid-term paper on a subject of the student’s choice (approximately 4,000 words plus figures and references); possible approaches could include:
   ○ Literature review on a targeted topic (e.g., climate sensitivity of internal or international migration in or out of a specific country or region; issues around disaster displacement related to a class of climate disasters in a given region; urban areas as potential destination areas; managed retreat as a policy response; experiences in climate-related resettlement).
○ Legal/policy review of a given category of migration or a ‘test case’ for climate migration.
○ Statistical and/or geospatial analysis of secondary data (e.g. climate, socioeconomic, and migration data) that examines the sensitivity of migration to climate stressors.
○ Other approaches with permission of the instructor.

2. A team-based simulated negotiation of the Global Compact for Migration (see section VII below), followed by an individual written assessment of the negotiation process and outcomes in a debrief memo (approximately 1,000 words).

IV. Grading

● Assignment 1: Mid-term Paper: Title and abstract (5%), Final paper (40%)
● Assignment 2: Participation in the Multilateral Negotiations Simulation: Global Compact for Migration (GCM) (15%), Debrief memo (15%)
● Classroom participation / Engagement on the Canvas readings discussion board (25%)

V. Teaching Approach

For the most part, guest lecturers and instructors will develop 20-30 minute videos for viewing in advance of class. The lecturers will then participate in a two-person panel at the beginning of class in which they can speak further to the topic (for 5-10 minutes each), then field questions from students, followed by a facilitated discussion by a team of 2 or more students who will lead discussions based on the readings and the learning objectives provided in advance. For most weeks there will be an active learning exercise (ALE) that is co-facilitated with the student leaders, who will be given instructions on how to carry out the ALE or breakout group discussions. The lead lecturers will intervene as needed to ensure that learning objectives are obtained.
<table>
<thead>
<tr>
<th>Week / Topic</th>
<th>Reading</th>
<th>Assignment</th>
<th>Learning Objectives</th>
<th>Active Learning</th>
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</thead>
</table>
| **Tuesday, Jan. 18**  
**Week 1**  
Selby, J. (2021). Rapid Evidence Assessment of the Impacts of Climate Change on Migration. UKAID. [read executive summary and focus on pathways]  
*Additional reading (optional):*  
Introduction to subject matter.  
Discussion of possible topics for mid-term paper.  
Students sign up to facilitate classroom discussion. | Discussion on presuppositions around climate migration, what students already know, where they got the information  
Jamboard: Feedback on what students expect from the course, assignments, grading, etc. |
| **Tuesday, Jan. 25**  
Discuss the implications of multicausality (why it | Develop Causal Loop diagrams that decompose the drivers of different types of migration (e.g. Perch-Nielsen 2008). Eight scenarios:  
- Coastal city in |
Read one of the articles in preparation for the in-class exercise based on the case study you selected.

Additional reading (mandatory for student facilitators):


And one of the following:


**Tuesday, February 1**

**Week 3: Climate change and social vulnerability (S. Adamo & A. de Sherbinin)**


Understand how underlying social vulnerabilities result in harm from climate impacts and may contribute to migration. Address environmental justice issues.

North America
- Coastal village in delta region of LMIC
- Dryland area of Africa
- Dryland area of Australia
- Small Island Developing State
- Community in forested area of California
- Glacier dependent communities in Andes / Himalayas
- Rainfed dependent farmers in Central America

Have students watch video interviews of Dhaka slum residents. Based on the concepts of intersecting dimensions of inequality and multidimensional vulnerability, the objective of this exercise is to understand social

<table>
<thead>
<tr>
<th>Monday, February 7</th>
<th>Read one of the following:</th>
<th>Understand how underlying social vulnerabilities result in harm from climate impacts and may contribute to migration. Address environmental justice issues.</th>
<th>North America</th>
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<td>Coastal village in delta region of LMIC</td>
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<td>Dryland area of Africa</td>
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<td>Rainfed dependent farmers in Central America</td>
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<tr>
<td>Tuesday, February 1</td>
<td>Read one of the articles in preparation for the in-class exercise based on the case study you selected.</td>
<td>Address mixed migration flows.</td>
<td>North America</td>
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<tr>
<td><strong>Week 3: Climate change and social vulnerability (S. Adamo &amp; A. de Sherbinin)</strong></td>
<td>Additional reading (mandatory for student facilitators):</td>
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<td>Coastal village in delta region of LMIC</td>
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<td>Additional reading (mandatory for student facilitators):</td>
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<td>More details <a href="#">here</a></td>
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</table>
Additional reading (required for student facilitators):


Other


**Tuesday, February 8 Week 4:** Climate trends and projections as they relate to vulnerability and mobility in West Africa (S. Trzaska & A. de Sherbinin) (Alex)

https://openknowledge.worldbank.org/handle/10986/36404


Focus more on the climate science underlying climate risks in the Sahel.
Understand at high level the likely future evolution of the vulnerability and vulnerability to climate impacts in an informal settlement in Dhaka through the experiences of three residents as they tell them. More details here.

Alternative: Have 3-4 designated student leads present flash presentations on case studies focusing on EJ issues, followed by a panel discussion:
- Maria in Puerto Rico
- Katrina in New Orleans
- Alaska native communities in coastal zone

Outcome: 1-minute papers

https://openknowledge.worldbank.org/handle/10986/36404

|-------|----------------------------------------------------------------------------------------------------------------------------------|
|       | *Additional reading (required for student facilitators):*  
|       | Video: [https://vimeo.com/292115641](https://vimeo.com/292115641)  
|       | Draw conclusions about the likely adaptation responses from the main figures generated by the VA. For details see the [final slides in this PPT](#).  
|       | Plenary discussion with Papa Faye and Jesse Ribot, authors of the “Climate of Anxiety” article relating to migration from Senegal and misattribution to climate drivers |

**Tuesday, February 15**  
**Week 5: Extreme climate events and disaster displacement (A. Kruczkwiewicz & J. Ginnetti) (Susana)**  
| Topic | Kruczkwiewicz, A., et al. 2021. Opinion: Compound risks and complex emergencies require new approaches to preparedness. *PNAS.* [https://www.pnas.org/content/118/19/e2106795118](https://www.pnas.org/content/118/19/e2106795118)  
|       | *Additional reading (required for student facilitators):*  
|       | Understand how extreme events are evolving under climate change and the process and result of population displacement. Convey probability distributions - the probability of the climate event, the probability of impacts, and probability of displacement (models). Data and policy aspects. Look at 5-10 year horizons.  
|       | Use the Vensim Model for Nigeria flood displacement to understand the system dynamics underlying flood exposure and vulnerability. For details go [here](#).
| Tuesday, February 22  
Week 6: Reviewing the evidence: Quantitative approaches to assessing climate impacts on migration and the agricultural pathway (Á.G. Muñoz & A. de Sherbinin) (Alex) |
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<td>Additional reading (required for student facilitators):</td>
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[http://migration.mit.edu/](http://migration.mit.edu/) [executive summary and skim the rest] |
[https://agu.confex.com/agu/fm19/meetingapp.cgi/Paper/519891](https://agu.confex.com/agu/fm19/meetingapp.cgi/Paper/519891) [Abstract only]. |
| Learning objectives:  
1) Understand models as a diagnostic tool, and a way to examine alternative policies and climate futures, not just projecting the future. They are tools for critical thinking and to test hypotheses.  
2) Explore the “agricultural pathway” as one of the major ways in which climate influences migration (with underlying issues of poverty)  
3) Describe different quantitative approaches to studying climate influences on migration  
4) Explore specific mobility dynamics in Central America/Mexico from the lens of quantitative methods. |
<p>| Play with Muñoz’ NextGen model predicting border apprehensions based on climate, crop, and social variables. What if corn or coffee prices increase? Tools: IRI decomposition map - natural variability vs climate attributable changes. |</p>
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<tr>
<th><strong>Tuesday, March 1</strong></th>
<th><strong>Week 7:</strong> Climate, conflict and displacement (F. Cottier &amp; K. Petrova) (Susana)</th>
<th>Submit title and abstract for mid-term paper</th>
<th>Understand the contested evidence related to climatic contributions to conflict, itself a major driver of displacement. Understand methods of climate attribution study of Syria case.</th>
<th>We will divide the class into 6 groups. Each group of 5-6 students will address a specific question, discuss it within the groups for 15 minute, prepare a common response and present their perspective to the class (2-3 minutes), followed by a short in-class discussion. Five of the groups will attend the class in-person, while the last group will attend the class online (see question 6). More details <a href="#">here</a>.</th>
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<th><strong>Tuesday, March 8</strong></th>
<th><strong>Week 8:</strong> Mental health and climate stressors affecting refugee populations (L. Verdelli &amp; A. de Sherbinin) (Alex)</th>
<th>Mid-term course evaluation (in class)</th>
<th>Understand the human and psychological dimension of climate migration. Explain the environmental circumstances and stressors facing many</th>
<th>Plenary discussion led by student facilitators. See slide deck <a href="#">here</a>.</th>
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<td><strong>Spring Break (March 14-18)</strong></td>
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Additional reading (required for facilitators):


Other readings (reference)
**Tuesday, March 29**  
**Week 10:** Global policy frameworks on climate migration and displacement (M. Doyle & D. Naujoks) (Alex)

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<tr>
<th>Reading</th>
<th>Discussion</th>
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How is climate change incorporated into Objective 2 of the UN Global Compact for Migration (GCM)?  
What is the ‘theory of change’ for the GCM and MIMC, that is, how can these instruments lead to specific changes in policies, rights, and outcomes?  
What are the strengths and limitations of the GCM and the MIMC? |

Browse articles on the MIMC available at: [www.internationalmobilityconvention.org/about-the-convention/](http://www.internationalmobilityconvention.org/about-the-convention/)
**Tuesday, April 5**  
**Week 11:** Climate displacement, managed retreat and planned relocation, EJ focus (R. Horton & L. Dale)  
(Susana)


[Highlights only] [https://www.gao.gov/products/gao-20-488](https://www.gao.gov/products/gao-20-488)

[https://doi.org/10.1126/science.aax8346](https://doi.org/10.1126/science.aax8346)

View in advance: Dr. Lisa Dale’s presentation on “Wildfire in the American West: a case for managed retreat” during CU’s Managed Retreat 2021  
[https://www.youtube.com/watch?v=TV0_hCcLsOQ](https://www.youtube.com/watch?v=TV0_hCcLsOQ)  
(from 29:04 to 44:11)

Optional (required for student leads)

Listen to This American Life segment on managed retreat, available at:  
[https://www.thisamericanlife.org/762/apocalypse-creep](https://www.thisamericanlife.org/762/apocalypse-creep)

[https://doi.org/10.3390/w13060781](https://doi.org/10.3390/w13060781)


Understand likely climate impacts on mobility in developed economies, and how managed retreat represents a package of legal/policy responses.  
Be able to state clearly the EJ aspects.

Hold a town hall meeting in a small coastal town in America. The town is quite divided about how to address the issue of sea level rise, and the Mayor has been pressured into calling a town meeting to try to settle the matter and reach a consensus. Ultimately a vote will be taken and the majority decision will apply to all residents - either a collective effort to engage in managed retreat, a collective decision to adapt in place (with resulting tax implications), or a vote of no confidence in the mayor that would effectively result in some form of individual action. The Mayor would like more time to reach consensus on the topic, but scientists are saying that one more major storm

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*Other*


| Tuesday, April12 | UNDP. 2009. *Human Development Report, Overcoming Barriers: Human Mobility and Development*. New York: UNDP. [Overview, Chapter 1, and Chapter 5 is optional] | Provide role play assignments and reading for the simulation | Understand how development interacts with climate mobility and how development actors come to this issue, including policy and operational responses for addressing climate mobility at different levels and across origin and receiving areas. |
| Week 12: Climate mobility and development (S. Rosengaertner & A. de Sherbinin) (Alex) | Cundill, C., C. Singh, W.N. Adger, R. Safran de Campos et al. (2021). Toward a climate mobilities research agenda: Intersectionality, immobility, and policy responses. *Global Environmental Change* 69 (2021) 102315 | | The students will take on the role of development agency technical advisors to the national government of a fictitious low income country. They are being asked to develop a plan related to development and migration interventions in a village of subsistence agriculturalists in a highland and semi-arid village where could result in significant property damage and loss of life. Detailed exercise [here](#). |

**Additional reading (required for facilitators):**


**Other (not assigned)**


climate impacts on cropping and the villages limited livestock are projected to get worse over time (declining river runoff from glaciers, increasing hot days and dry spells). The village is in a relatively remote area, and inhabitants are not of the majority ethnic group in the country and have historically faced discrimination. You will be joining one of three teams that have a particular emphasis:
1. In situ adaptation or “thriving in place”
2. Facilitated migration to urban areas or neighboring countries, including seasonal and more permanent forms of migration
3. Resettlement to a nearby lowland area where there is irrigation potential Details [here](https://example.com).

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| **Tuesday, April 19**  
**Week 13:** Existential threats to SIDS (K. Amakrane, I. Kelman & R. Stojanov)  
(Susana)  
**Additional reading (required for student facilitators):**  
| Submit mid-term paper | Understand the evidence for climate impacts on, and mobility from, SIDS.  
Describe current policy proposals for SIDS and initiatives by countries and cities to receive climate migrants.  
Prepare for GCM Simulation | Facilitated discussion with the lecturers.  
Watch video produced by World Bank on policy options for addressing sovereignty and migration concerns of SIDS ([https://www.youtube.com/watch?v=BWVihZTrEcY](https://www.youtube.com/watch?v=BWVihZTrEcY))  
Discuss proposals and diplomacy surrounding relocating SIDS to other host countries, while retaining nation-state status.  
| **Friday, April 22 (9am-5pm)**  
Simulation: negotiating the Global Compact for Migration |  
| Active participation | See Appendix | See Appendix  
| **Tuesday, April 26**  
**Week 14:** Pulling together the threads (S. Adamo & A. de Sherbinin)  
| Provide an overview lecture of the major themes and points different lecturers / readings covered.  
Dedicate some time to talk about the simulation (like a short debriefing) |
|---|
| **Additional reading (mandatory for student facilitators):**  
Black et al. (2011) Migration as adaptation. *Nature*: [https://www.nature.com/articles/478477a](https://www.nature.com/articles/478477a)  
| **Other suggested reading (required in Week 3)**  
| Engage in a facilitated discussion to synthesize the major issues presented during the course.  
Debate the merits of the idea of climate mobility as adaptation  
Allow time for students to complete the course evaluation |
Appendix: Multilateral Negotiations Simulation: Global Compact for Migration (GCM)

Location: Comer Seminar Room
Faculty: K. Amakrane and D. Naujoks, plus A. de Sherbinin & S. Adamo
Meeting Dates/Times: April 22, 2022 from 9am-5pm:

Location: Lamont Campus (Comer Building Seminar Room, 1st Floor)
Faculty: Kamal Amakrane and Daniel Naujoks
Meeting Dates/Times: April 22, 2022 from 9am-5pm

Description & Objectives
International negotiations in today’s multilateral forums are exceedingly complex. Negotiations between countries take place over a broad gamut of issues from development trade, human rights to military armaments and the environment. The “outcomes” of multilateral negotiations are also diverse - ranging from legally-binding treaties and conventions, resolutions with binding force and/or normative weight, to declarations and proclamations of merely commemorative import. Besides content and format, international negotiations also increasingly concern, and thus “engage”, a multitude of players besides the traditional Member State representative - different stakeholders (e.g. civil society, the private sector, media, academia etc.) are often invested in multilateral processes.

This simulation will introduce students to the dynamics of multilateral negotiations in the diplomatic arena, particularly at the United Nations. It will emphasize the importance of political stances. Taught by practitioners working at the UN, it aims to equip students with the skills and techniques required to negotiate and influence multilateral negotiations and consequentially, international agreements -- particularly from the perspective of diplomats representing national governments, as well as other actors such as civil society advocates, the media and even the UN Secretariat. The simulation will allow students to practice and receive feedback on their negotiation and advocacy skills, through instruction, exercises and an extensive multilateral negotiation simulation.

The simulation will be based on an actual UN document that was the subject of intense negotiation and diplomacy. The Global Compact on Safe, Orderly and Regular Migration was negotiated among the 193 Member States in the first half of 2018, and was adopted at the first-ever UN Conference on Migration in December 2018 in Marrakech, Morocco.

Three weeks in advance of the simulation, instructors will share background documentation and readings with students in the course. Students might be required to complete a short checklist of assignments, none of which would require a significant amount of time. The purpose would be to ensure students are familiar with adequate information to allow instructors to successfully implement the simulation.

Suggested Readings:

SCHEDULE FOR THE SIMULATION CLASS

Two weeks before the class, students will be assigned to “represent” particular countries or stakeholders for the Simulation. They will need to do some research on their countries’ policies and positions with regards to migration, in particular on the issues listed below in Exercise A & B.

1. Introduction: Workshop Format, Aims and Goals (8:45-9:00am)

2. Introduction to Multilateral Negotiations at the UN (9:00-9:30am)

This session will introduce students to the processes of intergovernmental negotiations at the UN, examining the procedures and outcomes of different types of multilateral discussions at the UN and comparing, in particular, resolutions passed in the UN General Assembly with the UN Security Council. It will consider the norm-creation and “soft-law” powers of the General Assembly, as opposed to the binding force of Security Council Resolutions. We will discuss the roles and dynamics of different actors in this process, including Member States and their different groupings, the UN Secretariat, civil society organizations and the media. In particular, we will examine the impact of “groups” and “blocs” on negotiations at the UN, analyzing the differences between regional groupings such as the African Group and the European Union, larger blocs such as the G77 & China and the Non-Alignment Movement (NAM); as well as more informal mechanisms such as Groups of Friends, Like-Minded Groups, etc.

What is the point of negotiated text and resolutions?

- International agreement on paper
- Non-legally binding in the GA vs Security Council/Chapter VII
- Normative weight → domestic activism → creation of norms/standards → international treaties

How are resolutions negotiated?

- Different types leading to different ways of coming up with the base draft, and then the process.
  - National Initiative Resolutions, Secretariat/Procedural
  - PGA/Facilitator Text
- Group Dynamics - G77, EU, AOSIS, AU, NAM
• What worked for the Paris agreement (2015) and didn’t work for the Copenhagen Accord (2009)?

Role of other stakeholders

• CSOs - Influence negotiated language, create expectations and norms and thus state behavior
• Media - Influence state behavior and enforce compliance
• UN Secretariat - Mandates and Resource

3. Review of Global Compact on Migration (9:30-9:50am)

This session will provide a brief overview of the Global Compact for Migration, outlining quickly the process of negotiations. This session will also outline the two simulation exercises to be conducted subsequently, with a quick explanation of the skills and techniques to be used in each exercise.

• Current status of the GCM
• Outline of Saturday session and simulation

BREAK (9:50-10:00am)

4. Basic Negotiation/Influence techniques (10:00-10:30am)

This component will provide an overview of core negotiating techniques and skills that students can use in private and professional settings, beyond the UN context. It will also introduce some basic negotiation theory as the framework within which multilateral negotiation processes can be understood.

In particular, the session will examine, with reference to real-life examples and UN case-studies, how multilateral agreements and UNGA resolutions “begin” and then progress, starting from the production of a zero draft through negotiation till final adoption. In particular, the class will outline five phases of negotiation in the multilateral context: (1) preparation and planning; (2) defining ground rules; (3) exchanging information and positions; (4) bargaining and problem solving; and (5) ratifying agreements through consensus or votes. Besides approaching this from the perspective of “Member State” negotiators, it will also consider the possible entry-points and levers of influence available to external stakeholders, particularly NGOs and civil society activists working at the UN.

The session will explain the difference between core interests and bargaining positions; the latter being the public narrative and strategic approach used to achieve the underlying interests. It will teach different approaches to bargaining and strategies for how negotiators can present their positions. This includes techniques for developing each individual’s own negotiating style, presentation and communication skills, as well as strategies for effective bargaining, lobbying and advocacy, particularly in the UN context.

The 5 phases of a negotiation applied to multilateral negotiations

1. Preparation and planning - Background? Allies? Previous agreements?
3. Exchanging Information/Opening Positions - Clarification and justification - “Formal Process”
4. Bargaining and problem solving - “Formal” (Line by Line Negotiation) or “Informal Process”, behind the scenes, or Facilitator’s Text
5. Ending/Closure/Implementation - Consensus? Vote? Too late for major changes unless extreme threat

Role of Stakeholders

- Find advocates/allies
  - Position on issues e.g. human rights, government position
  - Self-interest e.g. Direct - host countries - past and present, Resources and Jobs; Indirect - Influence?

- How to lobby/advocate?
  - Shape views through lobbying - meetings, language resources, papers
  - During negotiations - suggest position, suggest language

- Post-Negotiation
  - Implementation and Enforcement
  - Follow-up and Future action

Decide how to present/argue your position

- Public Position vs Internal Interests (HQ vs on the ground)

- Personal Approach

5. GCM Simulation Exercise A (10:30am-12:00pm)

This simulation will require participants to negotiate language for Objective 2 on the Global Compact for Migration. Participants will look at the specific language within this Objective concerning the adverse effect of climate change on migration and displacement. This will be followed by a quick round of feedback and assessment by the instructors.

- Breakout Session (coordination among regional Groups, like-minded countries)
- Informals
- Plenary reconvenes to Reconsider Text – Adoption

LUNCH (12:00-1:00pm)

6. Advanced Multilateral Negotiation Techniques (1:00-2:00pm)

This session will offer insights into how individual negotiators navigate the complex world of intergovernmental processes, examining in particular, the politics of the General Assembly at the United Nations. It will explain how negotiators build alliances and work with advocates, lobby their positions to counterparts during formal and informal negotiating sessions, and ensure that commitments are enforced over subsequent periods of implementation. It will also consider the role of the various negotiating blocs at the United Nations and how to leverage group dynamics for maximum impact. It will also examine the
relationship and interplay between Member State negotiators and stakeholders such as civil society advocates and different parts of the UN system.

**Leveraging Groups and Processes**

- Negotiating within and across groups  
  - Understanding nature of groups e.g. G77 vs EU vs African Union  
- Role of small and medium sized states vs. big states  
- Friends of the Chair/Informal Groups/Mediators

**Tactics and Strategies**

- Obstructionist/constructive roles  
- Holding issues “hostage” and creating problems  
- Creating package deals  
- Avoiding common mistakes  
  - Perfect is the enemy of the good  
  - Emotions vs rationality - “winning”  
- Brinkmanship/Threats vs Calling a bluff  
  - Depends on factors e.g. format of agreement, country’s influence/history, approach of facilitator

7. **GCM Simulation Exercise B (2:00-3:30pm)**

This simulation will require participants to negotiate language for Objectives 5 on the Global Compact for Migration. Participants will look at language concerning legal pathways for migrants to in host countries.

- Breakout Session (coordination among regional Groups, like-minded countries)  
- Informals  
- Plenary reconvenes to Reconsider Text – Adoption

**BREAK (3:30-3:45pm)**

8. **Feedback on Exercise & Lessons Learnt (3:45-4:30pm)**

This session will reflect on participants’ experiences during the simulation. Drawing on students’ experiences, it will discuss the dynamics of group politics (inter-group and intra-group), specifically looking at the role of power dynamics between states and mechanisms to build alliances across groups. The session will also reflect on the tactics and strategies by which multilateral negotiators advance their objectives. These include creatively packaging deals, the use of brinkmanship, playing constructive and obstructive roles, and avoiding common mistakes.