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UPDATE ON UNESCO'S ACTIVITIES IN THE FIELD OF MIGRATION

United Nations Educational, Scientific and Cultural Organization

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*Sixth Coordination Meeting on International Migration, UN Headquarters, New York,
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Paul de Guchteneire

Head of the International Migration Programme of UNESCO

Introduction

In 2006, UNESCO established its global migration strategy entitled 'Promoting the Human face of Migration'. This document emphasises the importance of migration for UNESCO's field of competence and outlines its contribution to the work of the United Nations in this field, including:

- The migration-education nexus: brain circulation, student mobility, and the international recognition of qualifications.
- The migration-development nexus, with a particular emphasis on the development of knowledge diasporas through the use of ICTs.
- The impact of environmental trends on migration and the emerging category of 'environmental refugees'.
- The integration of migrants in multi cultural societies, with particular attention to the balance between social cohesion and the respect for cultural diversity.
- The research-policy nexus and the creation of innovative platforms enabling exchanges between researchers and policy-makers.

UNESCO's mandate in these different fields of activities put the Organisation in an appropriate position to contribute to UN-wide efforts to address the challenges of international migration in a coherent and coordinated way.

Specific projects

Migration and human rights

UNESCO has been active in research surrounding the obstacles to the UN Convention on Migrant Workers' Rights, in close cooperation with the International Steering Committee for the Campaign for Ratification of the Migrants Rights Convention. Several reports were published in 2006-2007, on Europe, West Africa, Southern Africa and Canada. A book putting together the results of this research will be published in 2008.

Migration museums

A network of migration museums and similar institutions has been established by UNESCO in cooperation with IOM Rome, to promote cooperation and information exchange on initiatives that aim at highlighting migrant cultures and migrant history. The network has started in 2007 with some 20 members representing migration museums in the US, Canada, Brazil, Australia, Argentina, Sweden, Germany, France, The Netherlands, Spain, Portugal, Italy, Switzerland, UK, South Africa and Morocco.

Student mobility

UNESCO addresses the internationalisation of tertiary education in several ways. The UNESCO Institute for Statistics (UIS) has been making efforts to bring together a range of data from countries that send or receive tertiary students with the purpose of providing a more comprehensive view of the internationalization, globalisation and commercialisation of tertiary education. As part of these efforts, a new concept was introduced: ‘internationally mobile students’ who are defined as those who study in countries where they are not permanent residents. This marks a departure from the traditional understanding of “foreign students” which is generally based upon the criterion of citizenship. In addition, the UIS, in co-operation with OECD and Eurostat, and with the support of the National Science Foundation of the United States, has undertaken in 2005 and 2006 the Careers of Doctorate Holders (CDH) project in order to meet the growing user and policy demands on this issue. This project provides countries with an internationally comparable tool for tracking the careers of doctorate holders and highly qualified people, designed to furnish international statistics of high quality and timeliness on their mobility, career paths and employment destinations.

Regional migration agreements

In 2006-2007, UNESCO has coordinated a project entitled ‘Migration without Borders’, which explored the implications of a regime of liberalized migration policies. In line with this project, UNESCO will investigate the policy-relevance of regional agreements on the movement of people. As the example of the European Union makes clear, regional organisations may be successful in establishing freedom of movement among their member-states. Several other regional entities are currently concerned with the governance of intra-regional flows of people, which also raises the issue of the relationship between free trade and free movement. UNESCO will produce research and policy-papers and favour the exchanges of good practices between regions. Initial contacts have been taken with several regional organizations to develop the project in the 6 year period 2008-2013.

Capacity-building

UNESCO is engaged in the establishment and fostering of migration research networks in different regions in order to achieve greater coherence and efficiency in migration research at the regional and international level. In 2008-2009, UNESCO’s field offices will establish or revitalize research networks in the Asia Pacific (APMRN), Central Asia, Central and Eastern Europe (CEENOM), Africa and in Latin America.

African migration

In 2007, UNESCO’s Executive Board gave mandate to the Organization to address the challenges of African migration. This strategy foresees, for implementation in 2008 and 2009, the creation of an African research network on migration, the exchange of information between researchers and policy-makers, capacity-building, information gathering and pilot projects.

Diaspora and development

A UNESCO Chair and UNITWIN network is being created with support of the University of Marne la Vallée (France) and universities in the UK, India, Uruguay and Senegal, to coordinate research on how to promote an active role of migrant diaspora in development issues of their home country. A particular emphasis of the network will be on the use of ICTs by scientific diaspora groups for cooperation.

Trafficking

UNESCO's Project to Fight Human Trafficking in Africa aims to inspire more effective and culturally appropriate policy-making to fight the trafficking of women and children in Western and Southern Africa. It carries out policy-oriented research on factors related to the trafficking in pilot countries, collects best practices in fighting trafficking at its roots, and organizes training workshops for of policymakers, NGOs, community leaders and the media. The project focuses on Western Africa (Benin, Nigeria and Togo) and Southern Africa (Lesotho, Mozambique and South Africa).

Brain drain

In 2006, UNESCO and Hewlett-Packard launched a joint project to help reduce brain drain in Africa by providing cutting-edge grid computing technology to universities in Algeria, Ghana, Nigeria, Senegal and Zimbabwe. This project was developed in response to requests by UNESCO's Member States. Over the past decades, African countries have suffered greatly from the emigration of skilled professionals, scientists, academics and researchers who are estimated to be leaving the continent at the rate of 20,000 a year. After its first two-year implementation phase, the project may well be extended to cover other countries.

The project builds upon earlier successful experiences of UNESCO and HP in addressing brain drain in Eastern Europe.

UNESCO Survey activities concerning migration

UNESCO Institute for Statistics (UIS)

November 2007

A. INTERNATIONALLY MOBILE STUDENTS

Over the past decade, the ‘internationalisation of tertiary education’ has been the focus of growing attention. This phenomenon is related to the rising numbers of mobile students found mainly in more developed countries such as Australia, France, the United Kingdom or the United States.

However, student mobility should not be examined solely from the perspective of host countries. Indeed, a very different picture emerges by studying the home countries of these students.

The UNESCO Institute for Statistics (UIS) have been making efforts to bring together a range of data from countries that send or receive tertiary students with the purpose of providing a more comprehensive view of the internationalization, globalisation and commercialisation of tertiary education..

As part of these efforts, a new concept was introduced: ‘internationally mobile students’ who are defined as those who study in countries where they are not permanent residents. This marks a departure from the traditional understanding of “foreign students” which is generally based upon the criterion of citizenship. For the UIS, this definition is problematic for several reasons. In Western European countries, for example, many people have lived and studied in a given country nearly their entire lives but are not recognised as citizens. The opposite is true in other parts of the world, such as North America, where people can become citizens relatively quickly though they have lived in the country only for a brief time.

Through the concept of mobile students, the UIS seeks to focus specifically on the educational factors which can push or pull a student abroad. The aim is to distinguish these student flows from other migration patterns.

Information regarding the collection of data on internationally mobile students is provided below, within the framework given by the Chief of the Migration Section of UNPD on the occasion of Sixth Coordination Meeting on International Migration.

1. Title of survey programme or project

The data on mobile students are collected by three different surveys that are completed by Member States:

- UNESCO Survey on Education, Questionnaire on Statistics of Tertiary Education
- UNESCO / OECD / EUROSTAT (UOE) Survey
- World Education Indicators (WEI) Survey

2. General purpose of the survey(s) carried out

- Collect data that will form the basis for the calculation of education indicators that are currently considered to be of policy relevance.

3. Country or countries covered by the survey(s)

- All countries of the world are covered by the three surveys.

4. Time frame of the survey(s)

Since the UIS is collecting enrolment data, the reference period is defined as the academic year. Then, assuming the academic year is ending in the calendar year X, the time frame of the surveys is as follows:

- UIS Survey: deadline for countries is April of year X+1. First set of publishable data are published between October and mid- December of year X+1.
- UOE Survey: UIS receive the data from OECD on February of year X+2 and first set of publishable data are produced by April of year X+2.
- WEI Survey: deadline for countries is August of year X+1. First set of publishable data are produced by Mid- December of year X+1.

5. National agencies or institutions collaborating in carrying out field work

- Most data are provided by Ministries of Education or by National Statistical Offices.

6. Type of sample being used (probabilistic, purposeful, snowball....)

For most of the cases, data are based on administrative records or on national surveys that aim to cover 100% of the educational institutions.

7. Primary sampling unit (household or individual?)

- Not applicable (please see reply for previous question).

8. Was the survey specifically designed to study international migration or has a migration module been added to an existing survey?

- Surveys are not focused on migration, but some tables aim to collect the data on internationally mobile students in tertiary education.

9. Types of populations covered: migrants at destination; return migrants at origin; non-migrants at origin; non-migrants at destination; proxy respondents for migrants abroad.

- Population covered by the surveys: people enrolled in education institutions at all levels of education, but data on mobile students are only required at the tertiary level.

10. Are specific types of migrants the focus of attention? (E.g., migrant workers, refugees, foreign students, female migrants, etc.).

No.

11. How are migrants identified? Please provide definitions.

- Keeping in mind the surveys try to identify internationally mobile students, the educational institutions are usually responsible for providing the number of people enrolled in a tertiary educational programme in a country of which they are not a permanent resident.

12. Is the survey gathering data on remittances and their use?

No.

13. Indicate means of dissemination of survey results: reports, detailed tabulations, data in digital form, micro-data in digital form.

- UIS Global Education Digest.
- UIS Data Centre, found at the website: <http://stats.uis.unesco.org/>

14. Indicate if researchers may have access to the data collected for further analysis

- Yes

B. CAREERS OF DOCTORATE HOLDERS (CDH) PROJECT

The UIS, in co-operation with OECD and Eurostat, and with the support of the National Science Foundation of the United States, has undertaken in 2005 and 2006 the Careers of Doctorate Holders (CDH) project in order to meet the growing user and policy demands on this issue. Each organization took responsibility for issues appropriate to their mandate and interest. Expertise and resources have been shared across the three partners.

The objectives of the CDH project are to:

- design an internationally comparable tool for tracking the careers of doctorate holders and highly qualified people in different countries.
- conduct pilot tests of the developed instruments in volunteer countries.
- collect and exchange information on the career paths of holders of doctorates from existing data sources and the new survey tool.

The outcome of this project (the “CDH toolkit”) provides countries with an internationally comparable tool for tracking the careers of doctorate holders and highly qualified people, designed to furnish international statistics of high quality and timeliness on their mobility, career paths and employment destinations.

The CDH toolkit comprises an output tabulation programme, detailed definitions of the variables used in the tabulations, methodological guidelines, a core model questionnaire, and a manual for the questionnaire, as well as a detailed description of national data compilation methodologies currently applied by countries. The CDH toolkit has been developed by an expert group from more than 20 countries including Argentina, Australia, Belgium, Canada, China, Denmark, France, Germany, Greece, India, Italy, Japan, Korea, Malaysia, Norway, Portugal, Russian Federation, Spain, Switzerland, Ukraine, Uganda, and the United States.

The expert group was organized in taskforces that took responsibility on the different components of the project. These include taskforces on (i) Production of output tabulations, and development of common definitions (led by OECD and Canada), (ii) Drafting of methodological guidelines (led by Eurostat and Portugal), and Development of a model survey with a supporting methodology (led by UIS).

The CDH core model questionnaire and the corresponding instruction manual were designed by UIS as a tool for countries to obtain the necessary information for the completion of the output tabulations.

The questions in the questionnaire were organized in modules and the order of the questions maximizes user-friendliness and minimizes burden on the respondent. The questionnaire consists of seven modules which concern Doctoral Education (EDU), Recent graduates (REC), POSTDOCS (POS), Employment situation (EMP), International mobility (MOB), Career-related experience and scientific productivity (CAR), and Personal characteristics (PER).

- The module on ‘Doctoral Education’ is designed to collect information on the educational history of doctorate holders, such as the institution in which the doctorate was earned, the field of science, duration, sources of financial support of the doctorate, as well as the countries in which previous degrees were obtained.
- The module on ‘Recent Graduates’ is only applied to doctorate holders having received their degree in the last 2 years. It collects their complete educational history, including names and locations of secondary and postsecondary institutions, dates of attendance, field of study, and date of degrees. In order to obtain information about the transition from education to work, it enquires about the time elapsed before obtaining the first *career-path job*.
- The module on ‘POSTDOCS’ requests a description of the title, field, and duration of the POSTDOC, as well as the activities involved (research, teaching, other) and the main source of financial support obtained. The module further enquires about the reasons the doctorate holder had for taking this postdoc.
- The model dealing with the ‘Employment Situation’ of the doctorate holder inquires about employment status, working hours, principal employer, sector and type of employment (postdoc, temporary or

permanent employment, part-time or full-time job), annual earnings, as well as about the retrospective career history (within past ten years). It also asks about the level of satisfaction with the job, and the degree of relationship with content of the doctorate degree.

- One of the core-modules of the questionnaire deals with ‘International Mobility’, including the measurement of inflows¹ and returning outflows². Through the information to be collected, it will be possible to distinguish temporary from permanent mobility, as well as to better understand the reasons for departure and return. This module also provides data on intentions to move out of the country within the next year (including the destination planned) and enquires about linkages with country of origin for the foreign-born doctorate holders.
- In order to better understand the position of the doctorate holder in her or his career, a specific module deals with ‘Career-related experience and scientific productivity’. This includes data on scientific and technological output, as well as on teaching. It studies in particular those doctorate holders having pursued a career as researchers, and inquires about the reasons behind such decision. Linked to the international mobility module, international cooperation activities are surveyed in this module.
- A module on ‘Personal Characteristics’ will permit to cross the different variables surveyed with the most significant demographic variables, such as family characteristics, age, place of birth and citizenship and type of residential status. It also provides contact information for future surveys.

The CDH toolkit has been adopted by UNESCO, OECD and Eurostat and is expected to be implemented in a broad number of countries in the following years. This will enable policy-makers, researchers and practitioners throughout the World to establish and evaluate the trends on the career of doctorate holders and the “Brain Drain”, with a view to facilitating the implementation of evidence-based policies in the fields of human resources development for S&T, as well as for tertiary education.

The CDH project is an ongoing activity, since the results of the initial methodological development are being widely applied for the first time in 2007. UIS is promoting the methodology and encouraging developing countries to conduct CDH-type surveys to produce cross-nationally comparable statistics on careers of doctorate holders.

Several countries have already launched surveys based on the core model questionnaire. Argentina has conducted a complete CDH survey, including a survey of the doctorates abroad. Eurostat has launched a grant programme to encourage EU-countries to conduct CDH surveys. In this framework, more than 20 countries have committed themselves to conducting surveys and first data are due to be submitted in early 2008. Both Korea and Japan will survey foreign doctorate holders in their countries. India is planning to adapt its next survey of doctorates to make it compatible with the CDH methodology. In North America, both the USA and Canada conduct such surveys regularly.

¹ Foreigners who have graduated abroad, resident in country being surveyed.

² Nationals who have graduated abroad, resident in country being surveyed.