

**SIXTEENTH COORDINATION MEETING ON
INTERNATIONAL MIGRATION**
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**CONTRIBUTION
TO THE SIXTEENTH COORDINATION MEETING ON INTERNATIONAL MIGRATION¹**

United Nations Educational, Scientific and Cultural Organization (UNESCO)

¹ The views expressed in the paper do not imply the expression of any opinion on the part of the United Nations Secretariat.

Brief overview

The work of UNESCO on international migration extends across all its fields of competence – education, sciences, culture and communication. Broadly aligned to SDG 10, target 7 and SDG 16, it is underpinned by the ‘leave no one behind’ vision and the call for enhanced partnerships for the 2030 Agenda for Sustainable Development. It is also informed by the priorities identified in the New York Declaration on Refugees and Migrants and the ensuing process of elaboration of the global compact on safe, orderly and regular migration and global compact on refugees. Within this framework, the following actions are being undertaken:

I) Fostering a culture of living together

a) Promoting an inclusive urban governance for migrants

With SDG 11 and the New Urban Agenda as reference points, UNESCO is leveraging its International Coalition of Inclusive and Sustainable Cities – ICCAR to foster advocacy, awareness-raising and the sharing of experiences to address *inter alia* discrimination against migrants.² UNESCO, the M. V. Vardinoyannis Foundation and the European Coalition of Cities against Racism (ECCAR) pursued the successful “Welcoming Cities for Refugees and Migrants” initiative, launched in 2016, focusing on two tracks: the finalization of an operational handbook for city administrations and practitioners (to appear in early 2018); and on advocacy and awareness-raising, notably through the organization of a roundtable at the 4th World Forum on Intercultural Dialogue (Baku, Azerbaijan, May 2017)³ and a policy brief to the 4th Global Mayoral Forum on Human Mobility, Migration and Development (Berlin, June 2017).⁴ In Latin America, UNESCO, the Latin American branch of ICCAR and the International Centre for the Promotion of Human Rights in Buenos Aires, Argentina, presented a Guide on Human Mobility for Local Policies at a Seminar of Mercociudades (November 2017). In 2018, the tools developed will be pilot-tested and the collection of good practices will continue with a focus on Latin America.

b) Working with the media and using ICTs for migrants’ inclusion

UNESCO emphasizes the need to improve the media’s contribution to alleviating refugee crises. For instance, the International Programme for the Development of Communication (IPDC), with the view to promoting best practices of professional reporting on such issues, supported at the end of 2017 an initiative to report on the current situation in the Myanmar-Bangladesh border region.⁵ Three reporters from Inter Press Service, IPDC’s implementing partner, travelled there and produced a series of reports, telling the stories of the worst-affected by the crisis, mainly women and children, highlighting the communication needs of the displaced Rohingya population.⁶ Building on this experience, IPDC developed media guidelines for journalists for future interaction with displaced communities and reporting on migratory crises. Furthermore, UNESCO participated in two major events by the

² More information on ICCAR is available on: <http://www.unesco.org/new/en/social-and-human-sciences/themes/fight-against-discrimination/coalition-of-cities/>

³ More information can be found on: http://www.unesco.org/new/en/harare/about-this-office/single-view/news/unesco_supports_4th_world_forum_on_intercultural_dialogue/

⁴ The policy brief is available on:

http://www.migration4development.org/sites/default/files/unesco_policy_brief_mayoral_forum2017.pdf

⁵ More information about this initiative is available on: <https://en.unesco.org/news/media-coverage-migrations-and-refugees-rohingya-crisis-0>

⁶ An example of a report is available on: <http://www.ipsnews.net/2017/12/rohingya-refugees-face-fresh-ordeal-crowded-camps/>

Mediterranean Network of Regulatory Authorities and the Organization for Security and Co-operation in Europe. A publication on media narratives and social transformations, based on a 2016 conference, will be issued this year. To promote improved access to information for refugees, UNESCO, through its YouthMobile Initiative, convened in March 2017 with SAP support the first meeting of organizations conducting “Coding Camps for Refugees”. Subsequently, UNESCO facilitated the creation of a consortium⁷ where these organizations can share knowledge and join efforts, actions and funding opportunities to deliver better capacity-building to refugees and increase job prospects. In March 2018, a stock-taking symposium will be held within the Mobile Learning Week, to expand the consortium.

c) Promoting global citizenship education (GCED)

The development of skills for mutual understanding and the empowerment of individuals to address global challenges, such as migration, are central priorities of GCED. Under the umbrella of SDG target 4.7, UNESCO provides support to Member States in the development of appropriate education policies, contents, teaching practices and enabling learning environments.⁸ Furthermore, UNESCO leads global discussions through the organization every two years of the Global GCED Forum (most recent in Ottawa, 2017). In 2018, UNESCO will explore effective approaches to learning and teaching respect for diversity. An integral part of these efforts is raising awareness through public campaigns. One such action was the global contest on “Opening hearts and minds for refugees” in partnership with the Associated Schools Project Network (ASPnet). The awarded creations by children were captured in the publication *The Power of Solidarity*.⁹ Furthermore, the 2017 Félix Houphouët-Boigny Peace Prize had the protection of migrants and refugees at its centre as it was awarded to Giuseppina Nicolini, former Mayor of Lampedusa (Italy) and to the non-governmental organization SOS Méditerranée (France).

d) Building skills for intercultural dialogue

In conformity with the Action Plan of the International Decade for the Rapprochement of Cultures (2013-2022), UNESCO focused in 2017 on operationalizing intercultural competencies through the following: a) establishing an online hub for e-learning resources on intercultural dialogue; b) developing concrete tools for teaching intercultural competencies; and c) scaling-up research on promoting intercultural competencies to bring to the fore critical and constructive perspectives on the current conceptual shortcomings and practical challenges. One such example is the project on good socio-cultural practices with regard to migrants and integration in Central Africa in collaboration with the *Centre International de Recherche et de Documentation sur les Traditions et les Langues Africaines* in Cameroun. The next stage could envisage synergies with municipalities of the sub-region with significant migrant communities.

II) Realizing the right to quality education

Action in this domain is entrenched in the realization of the right to education. In this regard, the Paper on *Protecting the Right to Education for Refugees (2017)*,¹⁰ provides an overview of existing international legal frameworks, highlighting state obligations in this field, as well as main issues and current challenges. Information on good practices for strengthening access to education was generated in 2016-2017 by the 9th Consultation of Member States on the Implementation of the UNESCO

⁷ With 12 members to date, the consortium is accessible at: <http://room7.org>

⁸ More information about UNESCO’s action on GCED is available on: <https://en.unesco.org/gced>

⁹ The text is available on: <http://unesdoc.unesco.org/images/0025/002599/259971m.pdf>

¹⁰ The Paper is available on: <http://unesdoc.unesco.org/images/0025/002510/251076E.pdf>

Convention Against Discrimination in Education. Next steps include an international experience-sharing consultation in 2018 to develop an implementation roadmap within the context of SDG4 and the development of a comprehensive compendium of practical examples. Main areas of UNESCO action are:

a) Recognition of higher education qualifications

One major workstream is the elaboration of a global convention on the recognition of higher education qualifications, expected to be concluded at the 40th session of UNESCO's General Conference in 2019. The draft – currently being shared with Member States – pays particular attention to the challenges facing refugees, displaced persons and persons in a refugee-like situation.¹¹ Another workstream is the revitalization of regional instruments. Within the European Convention, under the joint auspices of the Council of Europe and UNESCO, a recommendation on the qualifications held by refugees, displaced persons and persons in a refugee-like situation was adopted in November 2017. Two regional conventions are being revised – the 1974 Convention for Latin America and the Caribbean and the 1978 Convention for the Arab States – and foreseen to be adopted in 2019.¹² In addition, good practices on recognition systems for refugees who have not obtained an official qualification in their country of origin, but have valuable skills are available through the Global Observatory of Recognition, Validation and Accreditation of Non-formal and Informal Learning at the UNESCO Institute for Lifelong Learning (UIL).¹³

b) Access to technical and vocational education and training (TVET)

Work in this field is driven by the 2015 Recommendation concerning TVET and particularly the mobility-related articles 27 (which calls for special attention for concerned groups in terms of accessibility to TVET) and 42 (on the mutual recognition of qualifications, as an enabler of learners' and workers' mobility). An important development is also the adoption of the Strategy for TVET (2016-2021).¹⁴ Within that framework, UNESCO will facilitate the debate on cross-border recognition of qualifications by exploring the development of international guidelines on quality assurance, based on learning outcomes, and identifying a set of world reference levels to facilitate international comparison and recognition of TVET qualifications. Within these efforts, particular reference will be made to the needs of migrants and refugees.

c) Education response to the Syria crisis

Capitalizing on the Regional Programmatic Strategy “Bridging Learning Gaps for Youth” (2015-2017), UNESCO launched a new Arab Regional Strategic Framework for Education in Emergencies for 2018-2021¹⁵ and costed Country Plans for 2018-2019¹⁶ with a view to scaling up the support provided to the education systems in Syria, Jordan, Lebanon and Iraq. Fully aligned with the commitments of the World Humanitarian Summit, and the Regional Refugee and Resilience Plan, the Strategic Framework supports the *No Lost Generation* strategy, while being an integral part of the nationally-led response processes. Anchored in the three pillars of education (Access, Quality and System Strengthening), it emphasizes the importance of relevant and inclusive education to meet the

¹¹ More information is available on: <https://en.unesco.org/themes/higher-education/recognition-qualifications/global-convention>

¹² Namely in Africa (2014), Arab States (1978), Arab and European States bordering on the Mediterranean (1976), Asia and the Pacific (2011), Europe (1997), and Latin America and the Caribbean (1974).

¹³ The Global Observatory is accessible on: <http://uil.unesco.org/lifelong-learning/recognition-validation-accreditation>

¹⁴ The text of the Strategy is available on: <http://unesdoc.unesco.org/images/0024/002452/245239e.pdf>

¹⁵ The text of the Strategic Framework is available on:

https://en.unesco.org/sites/default/files/unesco_strategic_framework_for_eie_in_arab_region_english.pdf

¹⁶ The country plans, which also contain information on major achievements, are available on:

<https://en.unesco.org/node/278559/publications>

challenges confronting learners, educators and education systems in both crisis and post-crisis settings. Within this framework, UNESCO, *inter alia*, supported the enrollment of refugees, provided them with scholarships and vocational training and business development, delivered pedagogical and psychological trainings for teachers, supervisors and counsellors, established Jami3ti¹⁷, an online platform of higher education and training opportunities, offered summer second chance opportunities, etc. Further to these efforts, UNESCO has engaged in the international coordination of the Syria response, including in the 3RP Regional Refugee & Resilience Plans 2016-2017 and 2018 -2019, the Syria Humanitarian Response Plan 2017 and 2018, the RACE Steering Committee in Lebanon and the Whole of Syria Partners Group.

III) Strengthening the migration evidence base

The Global Education Monitoring (GEM) Report is a central instrument for work under SDG 4. The 2019 GEM Report will present evidence on the scale and characteristics of different types of migration and displacement and their implications for education systems – and conversely the impact that education curricula and pedagogies can have on addressing the relevant challenges and opportunities. The global launch of the report will take place on 20 November 2018 in three locations, including Berlin, Germany. In the lead up, UNESCO will organize jointly with OECD a forum on research data for education and migration (Paris, 12-13 February 2018). The issue paper ‘How to include refugees in national education systems’ was submitted to UNHCR in relation to the process on the global compact on refugees, while close collaboration is maintained with the IOM, an external reviewer of the report.

A key actor in data-gathering on education and the mobility of international students, including of doctoral degree holders, is the UNESCO Institute for Statistics (UIS).¹⁷ Based on its annual data collection, the UIS, together with its partners Eurostat and the OECD, produces a range of indicators to track trends in tertiary education at the global, regional and national levels. These data include: enrolment and graduation ratios disaggregated by sex and type of programme; enrolment rates in private and public institutions; and graduates by field of study.

The UIS has also developed a series of unique indicators to track the flows of foreign or mobile students. These data reveal the shifting demand for higher education, especially in developing countries, by showing where students go to study and where they come from.

Within the UNESCO intergovernmental Management of Social Transformations (MOST) Programme, work is focusing on enhancing research-based and policy-relevant understanding of the social, cultural, economic and political context in which movements of people take place. In March 2017, a MOST global initiative on migration and development was endorsed, offering a framework to mobilize the research, intergovernmental, policy support and capacity-building pillars of MOST. Activities under the initiative include work with governments in Central Africa to improve the data sources available to support migration policies; analysis of the emerging dynamics of migration in Southern Africa; research on environmental changes, youth migration and social exclusion in West Africa Sahel; capacity-building for researchers and policymakers on mobility, gender equality and inclusion in Cameroon; and collaboration with EU Member States to encourage more evidence-informed migration debates and policies, particularly at national level.

¹⁷ More information about the work of UIS is available on: <http://uis.unesco.org/en/topic/higher-education>

At the COP 23 in Bonn (November 2017), UNESCO's Man and the Biosphere (MAB) Programme organized a multidisciplinary side-event on "Climate-induced migration". As a follow-up, projects will be developed to alleviate, in MAB-designated sites, population displacements induced by environmental degradation and natural disasters. Furthermore, migration is of one of the six Systemic Innovation Areas within RURITAGE (Rural Regeneration through Systemic Heritage-led Strategies), a four-year EU funded project launched in 2018. Implemented in two UNESCO Global Geoparks (Lesvos Island, Greece, and Bergstrasse-Odenwald, Germany) and in the Asti Province, Italy, it will promote awareness for migrants and refugees about the natural and cultural environment and the opportunities these generate for their own lives. Furthermore, UNESCO's International Bioethics Committee adopted in 2017 a report on potential bioethical questions arising from the situation of refugees, with a specific focus on health care, and as related to the Universal Declaration on Bioethics and Human Rights.¹⁸

Finally, on 18 December 2017 (International Migrants' Day) two publications were released: the UNESCO and UNU-CRIS *Migration, Free Movement and Regional Integration*,¹⁹ and the GMG *Handbook for Improving the Production and Use of Migration Data for Development*, containing two UNESCO articles relating to education.²⁰

¹⁸ <http://unesdoc.unesco.org/images/0024/002487/248721e.pdf>

¹⁹ The text is available on: <http://unesdoc.unesco.org/images/0026/002606/260669E.pdf>

²⁰ The text is available on:

http://www.globalmigrationgroup.org/system/files/Handbook_for_Improving_the_Production_and_Use_of_Migration_Data_for_Development_1.pdf