



**United
Nations**

Department of
Economic and
Social Affairs

EXPERT GROUP MEETING ON POPULATION,
EDUCATION AND SUSTAINABLE
DEVELOPMENT
(Virtual meeting)
New York, 6-7 September 2022

Session VI. Population, education and migration:

Migration policies related to education: skilled vs. unskilled migrant workers, access to education by migrants and their families

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Content

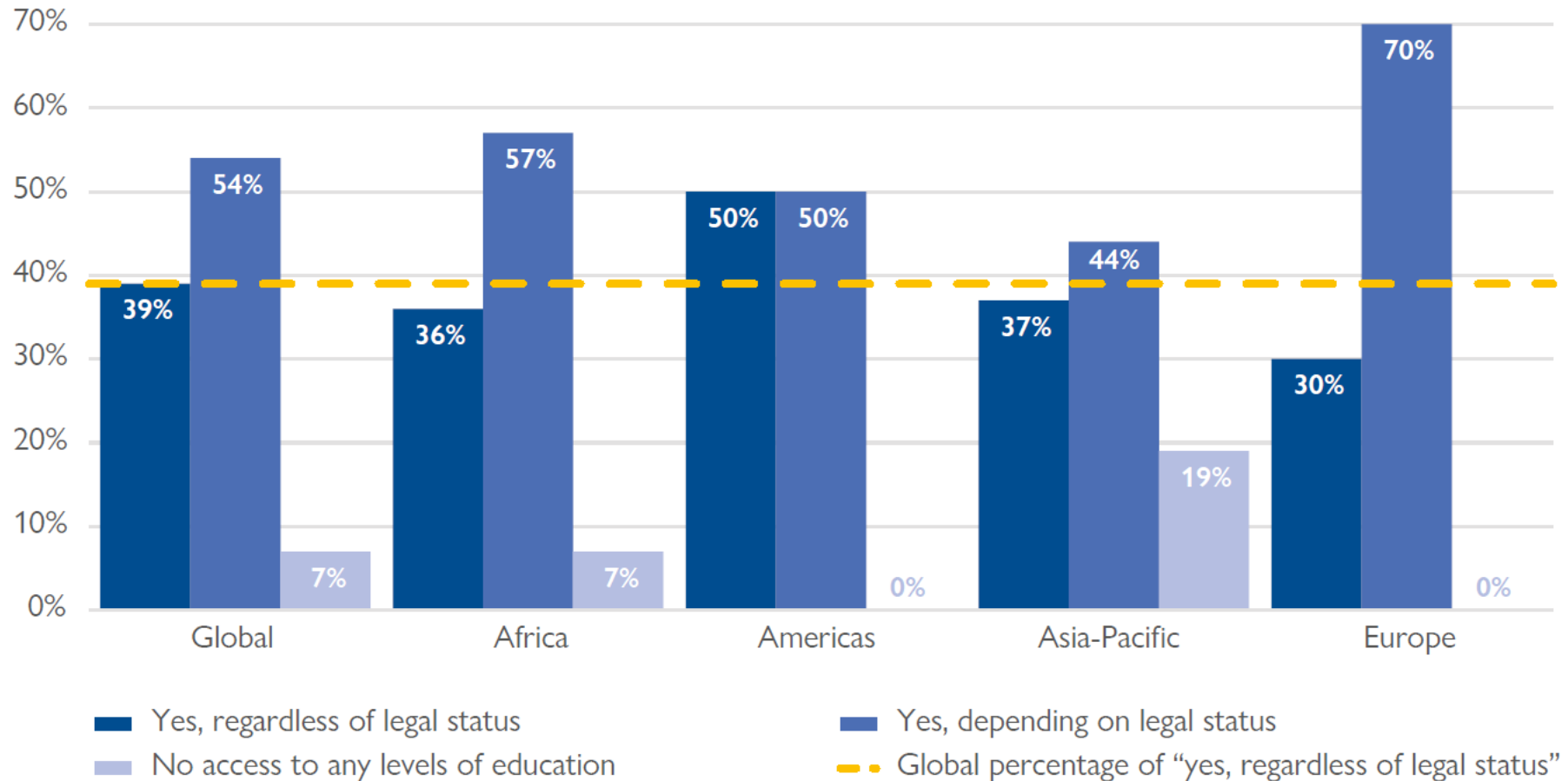
1. Migration and education policies: access to education
2. IOM approach on training for migrants and displaced persons
3. The new world of education and labour mobility



Migrants and education policies:

Universal access to education constitutes a central pillar of sustainable development

Does the country grant all migrants the same status as citizens in accessing government-funded education and vocational training?





MIGRATION IN THE SDGs

4 QUALITY EDUCATION



While many students migrate for education, often foreign-born youth are more likely to be neither employed nor in education or training.

Youth neither employed nor in education or training (NEET)

MIGRANTS
NON-MIGRANTS



Africa

KENYA (2009)



SUDAN (2008)



Asia

ARMENIA (2011)



KYRGYZSTAN (2009)



IN 2017,
19% OF FOREIGN-BORN PEOPLE
AGED 18 TO 24
IN THE EU HAD LEFT SCHOOL EARLY,
COMPARED TO **10% OF NATIVE-BORN**.

INTERNATIONALLY MOBILE STUDENTS, GLOBAL, 2011-2017

Source: <https://www.migrationdataportal.org/themes/international-students>



Source: IOM's GMDAC based on UNESCO 2018

© IOM's GMDAC 2018

Interlinkages between education and Migration (GCM objectives)



2 MINIMIZE ADVERSE DRIVERS

Strong educational systems can enhance opportunities in communities of origin, especially for youth and women, empowering all people and mitigating adverse drivers.



16 INCLUSION AND SOCIAL COHESION

To foster social cohesion, we must promote school environments that are welcoming and safe, support the aspirations of migrant children and promote diversity and inclusivity among parents and the wider school community.



3 INFORMATION PROVISION

Robust awareness-raising programmes linked to strong education systems can ensure migrants have access to reliable and accurate information.



18 SKILLS DEVELOPMENT AND RECOGNITION

Innovative educational programmes for children and adults can develop skills that meet new labour market needs, as long as governments collaborate to mutually recognize credentials.



5 REGULAR PATHWAYS

Regular student and academic mobility can boost migrant skills and credentials, which in turn contributes to the sustainable development of communities at origin and destination.



19 MIGRANT AND DIASPORA CONTRIBUTIONS

Migrants and diaspora keep educational systems running, through remittances funding access to education and as students, teachers and researchers.



15 ACCESS TO BASIC SERVICES

Providing inclusive and equitable quality education to migrant children - including early childhood development, formal and non-formal schooling, vocational training and more - ensures access to basic services for all.



20 REMITTANCES

Remittances from emigrant family members can fund good quality education of family members back in the country of origin.



IOM approach on migrant training

IOM's Migrant Training Approach

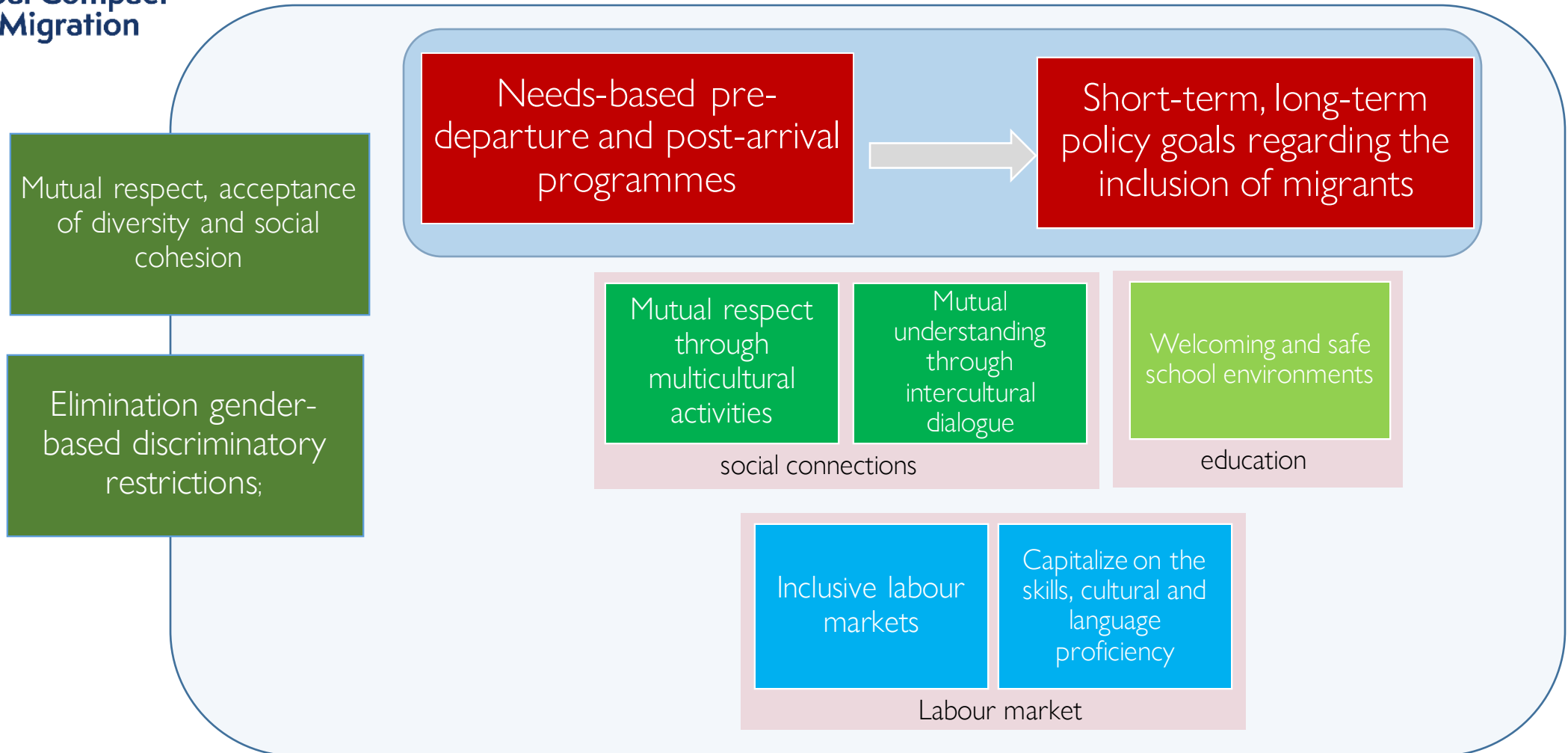
Migrant training refers to a set of **activities that address the knowledge, attitude, and practice/skills of migrants** to ensure they are better prepared for their stay and integrate well in their new destination.

The training may be:

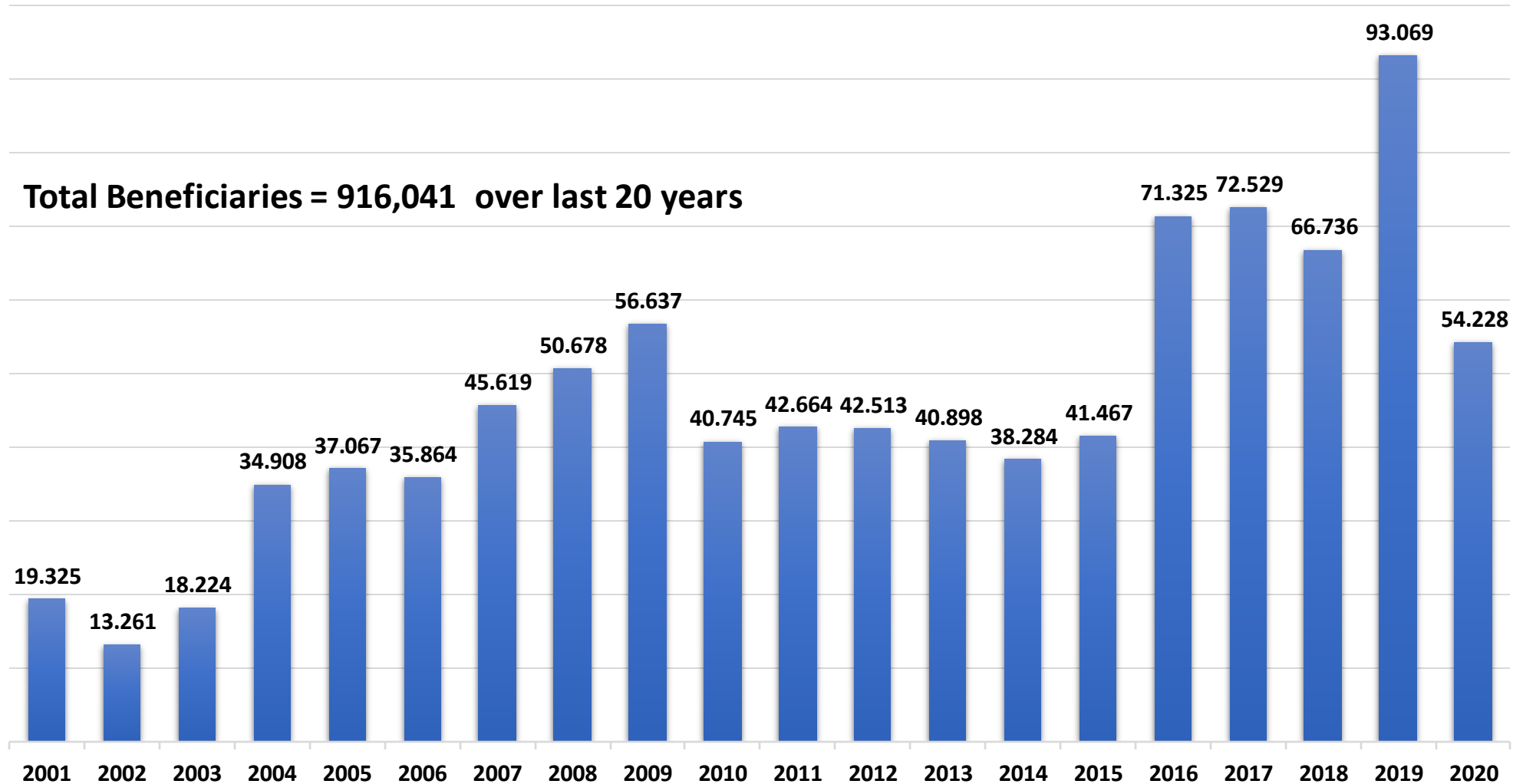
- Technical in nature (e.g., language learning/children education, professional skills)
- General orientation (e.g., travel, services provision, expectations, rights and responsibilities and intercultural competencies)



Objective 16: Empower migrants and societies to realize full inclusion and social cohesion



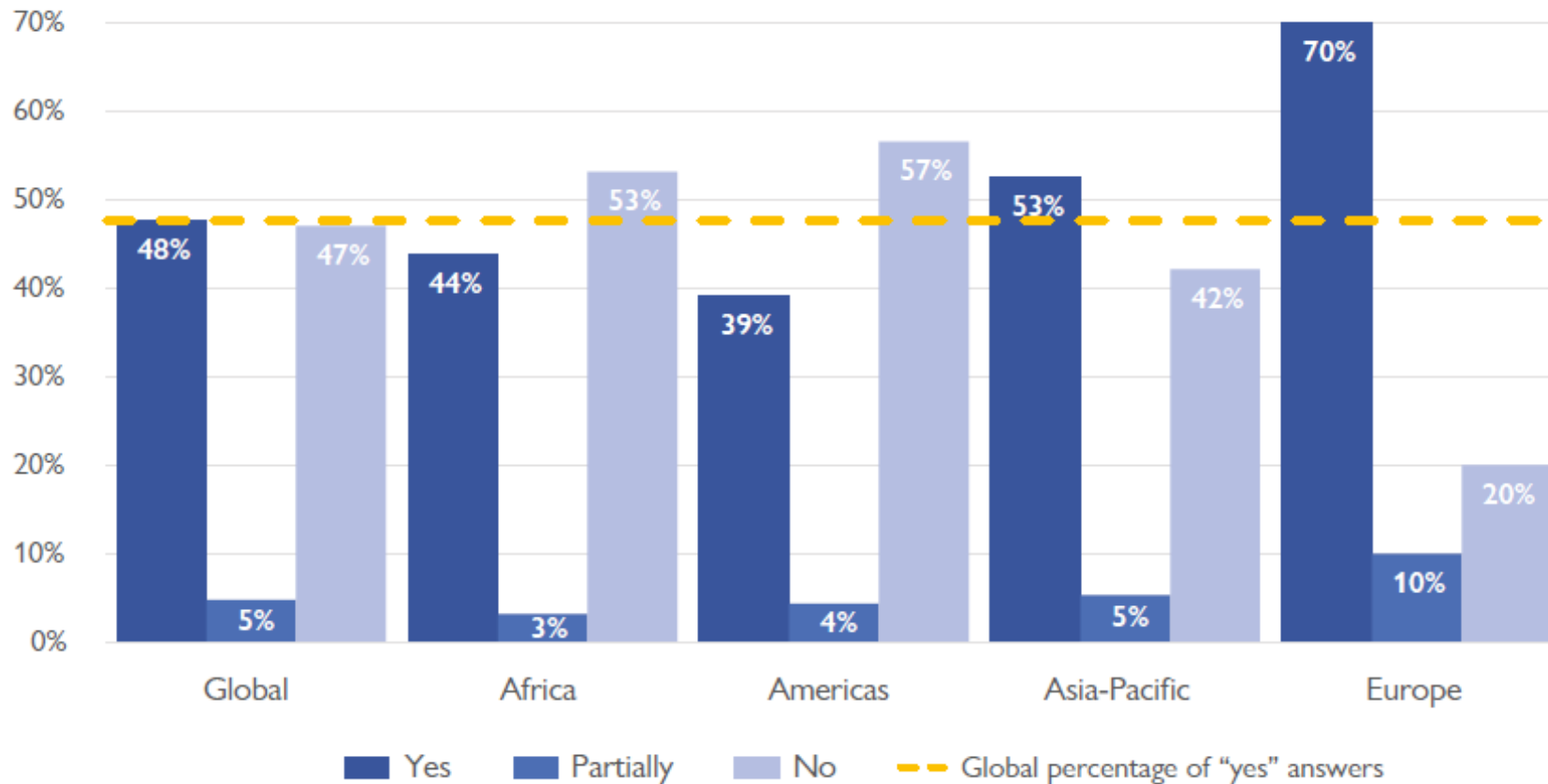
20 Years of Migrant Training





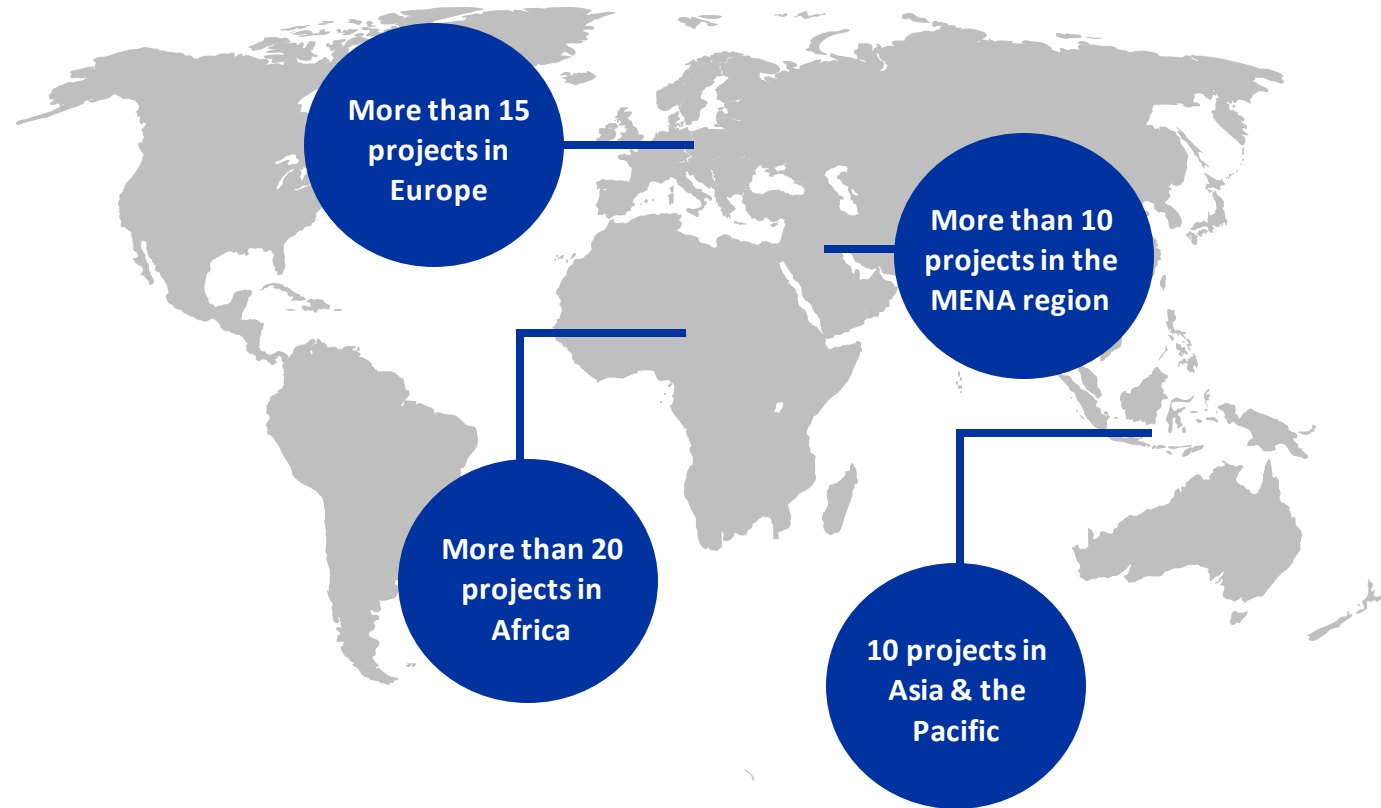
The new
world of
education and
labour
mobility

Does the country participate in international schemes with common qualification frameworks?



IOM's experience on skills-related projects

- More than 70 skills-related projects
- Spread across 5 continents
- **Expertise:**
 - Pre-departure orientation
 - Multi-stakeholder engagement
 - Migrant support throughout the migration continuum
 - Facilitating certification & recognition
 - Bilateral labour migration agreements



Prerequisites for skills mobility partnerships

Context



Automation, digitalization and globalization of labour markets and workforce, changing nature of work, demographic developments



State

allows for better matching of skills demand and supply; contributes to economic growth and local development; supports regular migration



Migrant

allows for skill development and career growth and ensures migration takes place in a well-prepared, well-planned and safe manner

Prerequisites

Long- and midterm policy planning

Multi-stakeholder & policy coherence

Data for setting sustainable systems and schemes

Local development & job creation

Skills classification & recognition

Addressing social aspects of employment and mobility

Integration of migration aspects into partnerships

Reduction and sharing of costs

Cross-cutting issues



Gender integration



Migrant health & well-being



Data protection



Access to rights & protection



Addressing needs of vulnerable groups

Conclusions

- 31 million school-aged children are international migrants, and this number is set to grow. Their **education is therefore a long-term strategic priority and investment.**
- **Educating migrant children is essential to meet SDG 4**, and more broadly to achieve economic and social benefits such as improved livelihoods, better health outcomes, reductions in gender inequities and enhanced political participation.
- Education plays an important role in social integration, economic mobility and learning outcomes. **Large and unexpected migration flows can disrupt education systems.** Policy coherence and whole of government approach is key.
- Access to education and lifelong learning opportunities can help to ensure that migrants have needed **skills to be successful in the labour market** and adapt to the changing nature of employment opportunities.
- Investment in education may also contribute to necessary skill sets to **fill gaps in the labour market** in other countries or regions; therefore, not only addressing unemployment, but also addressing labour shortages



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