

**FOURTEENTH ANNUAL COORDINATION MEETING
ON INTERNATIONAL MIGRATION**

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**CONTRIBUTION
TO THE FOURTEENTH ANNUAL COORDINATION MEETING ON INTERNATIONAL MIGRATION**

United Nations Educational, Scientific and Cultural Organization (UNESCO)

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

QUESTION 1.

Please describe briefly the initiatives and activities your entity has undertaken in 2015, or is planning to undertake in 2016, to monitor and implement migration-related commitments related to the 2030 Agenda for Sustainable Development (A/RES/70/1) and the 2013 High-level Dialogue on International Migration and Development (A/RES/68/4).

I) Improving public perceptions of migrants

An almost constant reference point in migrants' stories of marginalization is discrimination. Hence, tackling persistent and newly emerging stereotypes and prejudices which are aggravated by the current massive population movements and the ongoing refugee crises, has become critical for achieving significant advances in migrants' inclusion. To that end, UNESCO pursues a four-fold action:

a) Working with the media for migrants' inclusion

Considering the potential influence of news media and social media on public opinion, UNESCO invests in empowering media professionals and outlets to become active advocates and defenders of diversity. Following a first reflection at a roundtable to commemorate Human Rights Day and International Migrants Day (UNESCO HQ, 14 December 2015), a thematic debate on improving reporting on migrants and refugees will be held (UNESCO, HQ, March 2016) within the International Programme for the Development of Communication (IPDC). An international conference on "Youth and the Internet: fighting radicalization and extremism" (UNESCO HQ, June 2015) within the Information for All Programme and with support from IPDC, led to a framework for action for the coming years. The latter aims inter alia at engaging young people to prevent and counter violent extremist content online, and media professionals to combat online hate speech and radicalization it also helps youth to support on-line advocacy campaigns.

b) Promoting GCE

The concept of global citizenship education (GCE) – launched in 2012 as part of the Global Education First Initiative of the UN Secretary-General – places emphasis on values, knowledge and skills transmission, enabling all learners to become responsible global citizens. The promotion of migrants' inclusion is an integral component of GCE. In order to operationalize GCE, UNESCO published the Global Citizenship Education: Topics and Learning Objectives (2015). In 2016, emphasis will be placed on coalition-building, the monitoring of SDG target 4.7 and providing guidance to ministries of education on grappling with the issue of prevention of violent extremism. Instrumental in promoting a rich sharing of experiences, lessons learned and good practices in this respect is the UNESCO Clearinghouse on Global Citizenship Education hosted by the Asia-Pacific Centre of Education for International Understanding in Seoul.

c) Fostering a culture of living together through intercultural dialogue

An important vehicle for the promotion of a culture of living together, which is essential for migrants' integration in receiving societies, is intercultural dialogue. Initiatives in this field are guided by the Action Plan of the International Decade for the Rapprochement of Cultures (2013-2022), adopted by UNESCO's Executive Board in April 2014. UNESCO's strategy for 2015-2017 focuses on the operationalization of intercultural competencies, advocacy and building synergies across the UN system. The publication *Agree to differ* and the portfolio *From words to action: intercultural competences based on human rights* are useful tools for overcoming cultural prejudices as a prerequisite for a fruitful dialogue that promotes, inter alia, migrants' inclusion.

d) Promoting the inclusion of migrants at the city level (see under question 2)

II) Promoting education in the context of the Syria crisis

The two-year programme "Bridging Learning Gaps for Youth" supports access to post-primary quality education for young people affected by the Syria crisis. It promotes access to quality secondary, technical and vocational, as well as higher education, both inside Syria and in major neighboring refugee hosting countries, in particular Lebanon, Jordan and Iraq. The programme also seeks to strengthen the resilience of affected education systems by enabling them to better address and manage the impact on education of the unprecedented forced displacement caused by the Syria crisis. Fully aligned with the Regional Refugee and Resilience (3RP) Plan, it supports the No Lost Generation strategy while being an integral part of the nationally-led response processes.

III) Promoting life-long TVET

UNESCO considers that access to life-long learning opportunities, including technical and vocational education and training (TVET), for all people is a prerequisite for their acquisition of the knowledge and skills needed to exploit opportunities and to participate fully in society. This is particularly important for migrants who often find themselves in situations of vulnerability. In line with the relevant commitment of the 2030 Agenda (para. 25), UNESCO pursues action in two fronts:

a) Adoption of the Recommendation concerning TVET

UNESCO's General Conference adopted at its 38th session in November 2015 a new Recommendation concerning TVET. This instrument revised a previous Recommendation, reflecting new trends and issues and became the most up-to-date and comprehensive international recommendation for decisionmakers, policy specialists and other stakeholders. Two provisions make explicit reference to migrants. Article 27 calls for increased accessibility to TVET for disadvantaged groups through targeted support to reduce the cost burden and for the removal of other obstacles it also requests special attention for migrants and refugees. Article 42 contains a commitment for the

mutual recognition of qualifications at national, regional and international levels, as a step towards greater mobility of learners and workers.

b) Development of WRLs

Pursuant to a recommendation of the 2012 International Congress on TVET, UNESCO is working towards a set of world reference levels (WRLs) to facilitate the international recognition of TVET qualifications. In 2015, building on key findings of a global study on the use of level descriptors for defining learning outcomes and those of an earlier meeting, UNESCO convened an experts' meeting with the aim of clarifying the way forward. At that meeting, a bottom-up approach was adopted, connecting key regional and international organizations working in the field of recognition of qualifications *inter alia* for the purpose of developing common guidelines. The work towards the development of these common tools involves regular face-to-face meetings (one was held in December 2015 and two are planned for 2016), peer-learning activities, and global comparative studies to collect the necessary empirical evidence and to further the conceptual work necessary for the production of guidelines on recognition of qualifications.

In addition, UNESCO is starting a new initiative (2016-2017) on mapping Member States' practices and modalities for documenting and recognizing the skills and qualifications of migrants and refugees and sharing good practices, tools and solutions.

IV) Contribution to the GMG

Further to input to the GMG discussion paper on Realizing the Inclusion of Migrants and Migration in the Post-2015 UN Development Agenda and to two background papers submitted to the GFMD, UNESCO contributed two articles (Study as reason for migration and Migration and development: education) to the GMG Handbook Measuring International Migration and its Impact on Development: A Practical Guide to be released in early 2016.

QUESTION 2.

Where relevant, please provide a schematic overview of your organization's contribution to the follow-up and review of the migration-related goals and targets of the 2030 Agenda.

I) Recognition of higher education qualifications
Activities in this regard follow two parallel directions:

a) Revitalization of regional conventions

Priorities diverge as the advancement in the process to revitalize the relevant convention varies distinctly from one region to another. Work on the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific focuses on supporting implementation and monitoring through capacity building, developing policy advocacy materials and preparing the 14th Session of the Regional Committee. Reviews carried out within the convention framework allow for an exploration of the application of its principles and standards in concrete situations, for example in connection with the recognition of qualifications, partial studies, and qualifications held by refugees. In relation to the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States, adopted in December 2014, an Informal Working Group launched in January 2016 will work to promote ratification and also support implementation, notably through capacity-building. As regards the 1974 Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean, by virtue of the decision of the High-Level Ministerial Meeting (Brazil, October 2015), a Working Group was set up to review and revise the text. Following a kickoff meeting in February 2016, it is expected to complete its work before the 39th session of the General Conference (2017).

Within the framework of the Lisbon Recognition Convention (LRC), supported by UNESCO together with the Council of Europe, important advancements occurred in 2015 in relation to regular work (a Revised Recommendation on the Recognition of Joint Degrees and an implementation report). At the same time, emphasis was placed on specific challenges generated by the unfolding refugee crisis with a Statement of the LRC Committee on the recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation. As a follow-up, a relevant conference will be organized by UNESCO and the Council of Europe within the context of the 7th Session of the LRC Committee (March 2016). This issue is also being addressed by a Working Group established in November 2015. Comprised of UNESCO, the Council of Europe, the European Commission, student and university associations, and other relevant stakeholders, the Working Group will: take stock of the recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation in cooperation with the ENIC-NARIC foster the exchange of information and good practices discuss how to ensure that, once their qualifications are recognized, the realities of refugees are taken into consideration in education processes and, finally, prepare a conference on such issues as recognition of qualifications, intercultural challenges, and actions against radicalization. This conference would also discuss the feasibility of a standard-setting instrument or a political recommendation on these issues.

b) Work towards a Global Recognition Convention

UNESCO's General Conference at its 38th session invited the Director-General to continue the process of elaborating a Global Convention on the Recognition of Higher Education Qualifications. In early spring 2016 a Drafting Committee, established in consultation with Member States, will have its first meeting to discuss its terms of reference, a road map and working modalities with a view to completing a report by late spring 2017.

II) Promoting the inclusion of migrants at the city level

A main platform for UNESCO's contribution to SDG 11 is its International Coalition of Cities against Racism and Discrimination (ICCAR). By mobilizing its regional and national components, ICCAR promotes inter alia the peaceful integration of migrants in urban settings, notably through advocacy, awareness-raising and the sharing of experiences. Within the context of the European Coalition, member cities participating in the conference "Welcoming Cities" (Karlsruhe, Germany, October 2015) committed to "...making every effort to accommodate people in need and respect their dignity" and to "...an anti-racist welcoming culture...". UNESCO and ICCAR participated also in initiatives of other partners. One example was the contribution to the 2nd Mayoral Forum on Mobility, Migration and Development, convened in Quito, in November 2015, and its final document, the Quito Local Agenda on Migration and Development. Finally, within the Habitat III process UNESCO leverages ICCAR to emphasize the interrelation between fighting discrimination, including against migrants, and attaining sustainable urban development. ICCAR activities, covering different forms of exclusion, have been geared towards feeding into the Habitat III process while the platform participates in relevant preparatory meetings in various regions. Finally, UNESCO contributes to the interagency coordination process, providing input on human rights, including those of migrants, and anti-discrimination to the issue paper on "Inclusive Cities", the Policy Unit on "The Right to the City" and the Working Group on Urbanization of the High-Level Committee on Programmes.

III) Strengthening the migration evidence base

The UNESCO Institute for Statistics (UIS), together with its partners Eurostat and the OECD, is a key actor in data-gathering on education and the mobility of international students. Based on these data, it can track trends in the magnitude and direction of movements of tertiary students. Moreover, this dataset provides information about the kind of tertiary programmes that the students pursue outside their home country. It also allows us to see how likely students are to pursue their tertiary education abroad (outbound mobility ratio) and which destination countries are attractive to mobile students (inbound mobility rate).

In another programme (with the same partners), UIS tracks the mobility of doctoral degree holders. This dataset provides information about international doctorate-holders' destination countries and some information about their country of origin, covering both mobility for study and other (professional) purposes.

The UIS has also developed the Mobility Dispersion Index, which reflects the extent to which mobile students from a given country are either concentrated in a few destination countries or scattered among a larger group.

Finally, the UIS is leading a technical advisory group (TAG) to recommend a range of indicators that could be used to monitor the new global education goal and related targets and to consider a measurement agenda.

QUESTION 3.

Where relevant, please indicate any activities and initiatives your organization is planning to undertake in preparation for the high-level plenary meeting of the General Assembly on addressing large movements of refugees and migrants, scheduled on 19 September 2016.

Although no specific activities are being planned in explicit connection with this event, it is expected that useful conclusions and findings will emerge from three forthcoming initiatives. A first initiative is a roundtable on media diversity and coverage of migration, focusing on community radio stations and on regulators that will take place in the framework of an international meeting to be organized at UNESCO Headquarters in June 2016. The second initiative will take place within the framework of the UNESCO Management of Social Transformations (MOST) Programme, and will explore the interconnections between drivers of mobility, migration processes and social implications with the aim of strengthening the evidence base on migration and nurturing effective policymaking. The latter initiative will include an experts' meeting, possibly in June 2016, to be followed by a meeting of African ministers of social development that will be hosted in Cameroon in autumn 2016. Finally, UNESCO will host, at its Headquarters on 9 May 2016, a conference on empowering cities to promote the inclusion of migrants and refugees. This is in partnership with the Marianna Vardinoyannis Foundation and in cooperation with ICCAR.