

**EXPERT SYMPOSIUM ON  
INTERNATIONAL MIGRATION AND DEVELOPMENT**

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**CONTRIBUTION  
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<sup>1</sup>The views expressed in the paper do not imply the expression of any opinion on the part of the United Nations Secretariat.

## UNESCO and Human Mobility: Perspectives and Initiatives

### Background

UNESCO's action on migration is shaped by its mandate "... to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world" (Article I of its Constitution). Accordingly, the human face of this age-long phenomenon and the protection of the dignity of its protagonists – namely migrants, refugees and their families – with particular emphasis on gender equality, are at the centre of UNESCO activities and programmes.

At the same time the Organization's work is fully integrated in the evolving approach of the international community and the UN system. Since the 2013 High-level Dialogue on International Migration and Development, a fundamental shift has occurred, with migration coming progressively to the centre-stage, notably with its inclusion in the 2030 Agenda for Sustainable Development and its Sustainable Development Goals. Aligned to this new reality, migration-related activities have spread across the mandate of the Organization in the fields of education, sciences, culture and communication.

The need for strengthened coordination and concerted action at the global, regional and national levels is an integral part of this new vision on migration, as reaffirmed by the Global Compact for Safe, Orderly and Regular Migration<sup>1</sup> and the Global Compact on Refugees<sup>2</sup>, both adopted in December 2018. Fully aware of the importance of a broad dialogue in this field, UNESCO was an active member of the Global Migration Group (GMG), the UN interagency platform that promoted, from 2006 to 2018, greater convergence and coherence at both the strategic and operational levels.<sup>3</sup> Among others it contributed two articles relating to education to the GMG *Handbook for Improving the Production and Use of Migration Data for Development* that was published in December 2018.<sup>4</sup> Following the GMG's dissolution, UNESCO will be taking part in and supporting, from the perspective of its areas of competence, the work of the new UN Network on Migration launched in October last.<sup>5</sup>

The Global Compacts set the framework for a principled response to migration challenges which is entrenched in the commitment to human rights and gender equality and defined through improved coordination across all levels of governance, as well as through the meaningful participation of all actors and stakeholders concerned in the design and implementation of solutions. These guiding principles are also at the heart of UNESCO's action.

### Main lines of action

The broad range of UNESCO interventions in this field can be clustered around four main lines of action, namely: I) Improving public perceptions of migrants and fostering a culture of living together; II) Creating enabling conditions for migrants' inclusion; III) Realizing the right to quality education; and IV) Strengthening the evidence base on migration.

The sections below provide a brief overview of the specific objectives, main outputs and achievements, and future plans by line of action.

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<sup>1</sup> The full document is available at: [http://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/RES/73/195](http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/73/195)

<sup>2</sup> The full document is available at: [https://www.unhcr.org/gcr/GCR\\_English.pdf](https://www.unhcr.org/gcr/GCR_English.pdf)

<sup>3</sup> More information on the work of the GMG is available at: <http://www.globalmigrationgroup.org/>

<sup>4</sup> 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](http://www.globalmigrationgroup.org/system/files/Handbook_for_Improving_the_Production_and_Use_of_Migration_Data_for_Development_1.pdf)

<sup>5</sup> See the Network's terms of reference at: [http://www.un.org/en/conf/migration/assets/pdf/UN-Network-on-Migration\\_TOR.pdf](http://www.un.org/en/conf/migration/assets/pdf/UN-Network-on-Migration_TOR.pdf)

Within this framework, the following actions are being undertaken:

**I) *Improving public perceptions of migrants and fostering a culture of living together***

**a) *Promoting balanced media coverage of migration and reinforcing the safety of journalists***

Under the umbrella of SDG target 16.10, UNESCO promotes peaceful and inclusive societies by improving the quality of strengthening access to information on issues related to migration. UNESCO places emphasis on the need for useful and reliable information on the complexities of migration and for media coverage to be informed, verified and balanced. In 2016, UNESCO and the Tolerance Centre organized a conference on "Migration for Sustainable Development: Social Transformations, Media Narratives and Education" at UNESCO Headquarters in Paris. This conference identified key shortfalls in media coverage of migration, refugees and migrants and pointed to concrete actions. In 2018, UNESCO launched the publication *Changing the Narratives about Migration: media and social transformations*.<sup>6</sup> As a follow-up, UNESCO will release in 2019 the publication "Media and Migration" aiming to improve, through professional and ethical journalism, media coverage of migration issues. This publication will be a practical manual for media professionals on how to cover migration, diffusing true representations of different migrant groups, while respecting divergent political or ideological viewpoints and paying attention to the social impact of their storytelling. The new project "Empowering young people in Africa through media and communication", to be launched in 2019 with the support of the Government of Italy, will develop the capacity of media in covering migration issues. Eight countries in West and Central Africa (Cameroon, Cote d'Ivoire, Ghana, Guinea-Conakry, Niger, Nigeria, Mali and Senegal) will benefit from the project. In collaboration with key stakeholders in the region, UNESCO will help to empower youth and women to make informed choices regarding their future, build media capacities for media coverage of migration and reinforce the safety of journalists. Finally, it is worth mentioning a good practice emanating from the Intergovernmental Conference (10-11 December 2018) which adopted, in Marrakech, the Global Compact for Migration. In particular, UNESCO supported a temporary FM and online radio station (called Radio MIG). Managed as a community media, it involved over 20 young community journalists from the southern Mediterranean region and sub-Saharan Africa and strengthened their reporting skills on stories linked to migration, human rights, gender and hate speech. To promote best practices of professional reporting on such issues, the International Programme for the Development of Communication (IPDC), supported, at the end of 2017, an initiative to report on the situation in the Myanmar-Bangladesh border region.<sup>7</sup> Three reporters from the Inter Press Service, IPDC's implementing partner, produced a series of reports, telling the stories of those worst-affected by the crisis, mainly women and children, and highlighting the communication needs of the displaced Rohingya population.<sup>8</sup> 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 Mediterranean Network of Regulatory Authorities and the Organization for Security and Co-operation in Europe.

**b) *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 supports Member States in the development of appropriate education policies, contents, teaching practices and enabling learning environments.<sup>9</sup> Furthermore, UNESCO leads global discussions through the organization, every two years, of the Global GCED Forum (most recent held in Ottawa, 2017). In 2018, UNESCO explored effective approaches to learning, and teaching respect for diversity. An integral part of these efforts is raising awareness through public campaigns. One such

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<sup>6</sup> The full text of the publication is available at: <https://unesdoc.unesco.org/ark:/48223/pf0000264239>

<sup>7</sup> More information about this initiative is available at: <https://en.unesco.org/news/media-coverage-migrations-and-refugees-rohingya-crisis-0>

<sup>8</sup> An example of a report is available at: <http://www.ipsnews.net/2017/12/rohingya-refugees-face-fresh-ordeal-crowded-camps/>

<sup>9</sup> More information about UNESCO's action on GCED is available at: <https://en.unesco.org/gced>

action was the global contest on “Opening hearts and minds for refugees”<sup>10</sup> in partnership with the Associated Schools Project Network (ASPnet). The awarded creations by children were captured in the publication *The Power of Solidarity*.<sup>11</sup> Furthermore, the 2017 Félix Houphouët-Boigny Peace Prize put 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).

**c) Promoting media and information literacy (MIL) for dialogue and inclusion**

Information that people consume from the media and online partially influences their understanding of migration, as well as how they view migrants. Under SDG 16 and 11, UNESCO strives to raise city-dwellers’ critical awareness of access to information; their own communications power in this regard, their fundamental freedoms, and critical engagement with information that makes cities inclusive, safe, resilient and sustainable. UNESCO supports Member States and local stakeholders by providing tools and helps them to develop MIL policies and strategies, curricula, and undertake research to increase people’s media and information competencies as a way to stimulate dialogue<sup>12</sup>. In addition, UNESCO and its partners organize the International MIL and Intercultural Dialogue Conference (MILID Conference) annually during the Global MIL Week. In 2017, the theme was “Media and Information Literacy in Critical Times: Re-imagining Ways of Learning and Information Environments” which addressed MIL for social inclusion, dialogue and development. In 2018, under the theme “MIL Cities: Voices, Powers, and Change Makers”, the conference considered creative and non-traditional ways of MIL learning in cities including cooperation with municipalities, as well as social inclusion of migrants. In connection with Global MIL Week 2018, UNESCO launched the first Global MIL Youth Hackathon in the framework of the Youth Space Initiative, encouraging youth to develop innovative ideas on how to use MIL to tackle challenges and opportunities, including media and migrants, disinformation and the SDGs. Five projects were selected for financial support including *Small Refugees* (multimedia platform to provide MIL learning resources to migrants) and *Virtual MIL Organization for Cyber-Peace* (promoting peace online by educating people to analyze and decode information received and creating interest in MIL). The MIL Cities Framework<sup>13</sup> was launched in 2018 and steps are foreseen to strengthen cooperation with municipalities and smart cities networks. UNESCO stimulates collaborative knowledge development and sharing about MIL, social inclusion and migration through its social media initiative MIL CLICKS<sup>14</sup> and the International MILID University Network,<sup>15</sup> in partnership with UNAOC. One example is the MILID Yearbook 2016 entitled *Media and information literacy: reinforcing human rights, countering radicalization and extremism*.

**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 Cameroon. The next stage could envisage synergies with municipalities of the sub-region with significant migrant communities.

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<sup>10</sup> More information is available at: <https://aspnet.unesco.org/en-us/opening-hearts-and-minds-to-refugees-arts-contest>

<sup>11</sup> The text is available at: <http://unesdoc.unesco.org/images/0025/002599/259971m.pdf>

<sup>12</sup> More information about UNESCO’s MIL actions is available at: <https://en.unesco.org/themes/media-and-information-literacy>

<sup>13</sup> More information is available at: [https://en.unesco.org/sites/default/files/gmw2018\\_draft\\_mil\\_cities\\_framework.pdf](https://en.unesco.org/sites/default/files/gmw2018_draft_mil_cities_framework.pdf).

<sup>14</sup> More information is available at: <https://en.unesco.org/milclicks>

<sup>15</sup> More information is available at: <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-and-intercultural-dialogue-university-network/>

## II) Creating enabling conditions for migrants' inclusion

### a) Promoting an inclusive urban governance for migrants

Local authorities and communities are increasingly recognized as the first responders to large-scale refugee movements and are well-placed actors to promote the inclusion of migrants. Their role and responsibilities in these respects were spelled out in the New Urban Agenda and also reaffirmed in the Global Compacts of December last. In particular, the Global Compact on Refugees calls for the international community and national authorities to strengthen local institutional capacities and infrastructure and invites city networks to share good practices on responses for refugees in urban settings. Fully aware of the potential of local authorities and drawing on the commitment of SDG 11 (Make cities and human settlements inclusive, safe, resilient and sustainable), UNESCO leverages 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.<sup>16</sup> The potential benefits of the inclusion of migrants were highlighted in the Bologna Declaration, the outcome document of the first ICCAR Steering Committee (April 2016), along with the commitment of city members to a sustainable urban development free from all forms of discrimination.<sup>17</sup> In that spirit, UNESCO, the M. V. Vardinoyannis Foundation and the European Coalition of Cities against Racism (ECCAR) launched the "Welcoming Cities for Refugees and Migrants" initiative in 2016. A first output was the study *Cities welcoming refugees and migrants*<sup>18</sup>. The next output will be an operational handbook for local authorities, city practitioners and concerned stakeholders to be released this year. This publication will provide practical guidance on how to address specific technical governance issues in different areas of city responsibilities in terms of welcoming and integrating refugees and migrants, incorporating such international commitments as laid down in the 2030 Agenda for Sustainable Development, the New Urban Agenda and the Global Compacts. It also highlights crosscutting considerations with emphasis on intersecting grounds of discrimination, such as gender, national or ethnic origin, and cultural identity. In relation to this initiative, a roundtable was organized at the 4<sup>th</sup> World Forum on Intercultural Dialogue (Baku, Azerbaijan, May 2017)<sup>19</sup> and a policy brief was presented at the 4<sup>th</sup> Global Mayoral Forum on Human Mobility, Migration and Development (Berlin, June 2017)<sup>20</sup> to raise awareness. In Latin America, UNESCO, the Latin American branch of ICCAR and the International Centre for the Promotion of Human Rights in Buenos Aires, Argentina, launched the guide *The SDGs and Cities. International Human Mobility* in 2018.<sup>21</sup> It provides an overview of the various strategies for the attention, reception and integration of migrants and refugees in the cities of Latin America and the Caribbean. It also addresses the multiple challenges and the strategic role of local governments for developing human mobility inclusive policies from a human rights perspective. The tool was presented at several events in the region and pilot-testing has begun in the city of Rosario, Argentina.

### b) Using ICTs for migrants' inclusion

UNESCO places emphasis on the importance of ICTs in improving the lives of refugees and migrants. For example, UNESCO participates in the EU H2020 project REBUILD<sup>22</sup> addressing the integration of migrants through the provision of a toolbox of ICT-based solutions that will improve both the management procedures of the local authorities

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<sup>16</sup> More information on ICCAR is available at: <http://www.unesco.org/new/en/social-and-human-sciences/themes/fight-against-discrimination/coalition-of-cities/>

<sup>17</sup> The full document is available at: <https://unesdoc.unesco.org/ark:/48223/pf0000252716>

<sup>18</sup> The full document is available at: <https://unesdoc.unesco.org/ark:/48223/pf0000246558>

<sup>19</sup> More information can be found at: [http://www.unesco.org/new/en/harare/about-this-office/single-view/news/unesco\\_supports\\_4th\\_world\\_forum\\_on\\_intercultural\\_dialogue/](http://www.unesco.org/new/en/harare/about-this-office/single-view/news/unesco_supports_4th_world_forum_on_intercultural_dialogue/)

<sup>20</sup> The policy brief is available at:

[http://www.migration4development.org/sites/default/files/unesco\\_policy\\_brief\\_mayoral\\_forum2017.pdf](http://www.migration4development.org/sites/default/files/unesco_policy_brief_mayoral_forum2017.pdf)

<sup>21</sup> The full document is available at: <http://www.cipdh.gob.ar/en/2018/05/18/practical-guide-international-human-mobility-sdgs-local-governments/>

<sup>22</sup> More information is available at: <https://cordis.europa.eu/project/rcn/219268/factsheet/en>

and the quality of life of the migrants. The project began in January 2019 and will be piloted in Greece, Spain and Italy. To promote improved access to information for refugees, UNESCO, through its YouthMobile Initiative, convened in March 2017 with the support of SAP the first meeting of organizations conducting “Coding Camps for Refugees”. Subsequently, UNESCO facilitated the creation of a consortium<sup>23</sup> where these organizations can share knowledge and join efforts, actions and funding opportunities to deliver better capacity-building to refugees and increase job prospects.

*c) Safeguarding and mobilizing living heritage<sup>24</sup> for dialogue and resilience*

Activities carried out by UNESCO since 2016 with displaced communities showed the dual nature of living heritage in situation of displacement: on the one hand the viability of traditions and practices can be directly threatened, and on the other hand living heritage can be a powerful leverage for dialogue and resilience with significant benefit to displaced communities. In particular, the Survey on Intangible Cultural Heritage of Displaced Syrians (2016) was conducted with the aim of gaining a better understanding of a) the changing role and function of the intangible cultural heritage of displaced Syrians, b) its potential for resilience, and c) the ways in which communities try to transmit their intangible cultural heritage to ensure its safeguarding in displacement context. Following that experience, UNESCO conducted a [community-based needs identification for the safeguarding of intangible cultural heritage in Nord-Kivu](#), in Democratic Republic of Congo (2017), with the participation of more than 200 displaced people in order to assess the specific needs for the safeguarding of living heritage in the context of large-scale internal displacements of populations. Similarly, an emergency international assistance under the Intangible Cultural Heritage Fund was launched in [Niger](#) in 2018, aimed at revitalizing and mobilizing intangible cultural heritage practices as a means of achieving increased resilience and dialogue between displaced populations and host communities. Activities are also planned to address the issue of returnees by taking Burundi as a case, following safeguarding action implemented with them in refugee camps in Tanzania in 2008. Moreover, in the context of the migrant crisis in Central America, intersectoral activities with the Education Sector are envisaged in order to build on intangible cultural heritage as a tool for dialogue in schools welcoming migrants as well as to provide culturally-sensitive education to migrants. Identification of the needs for the safeguarding of their living heritage with the participation of migrant communities are also foreseen. Partnerships with sister agencies such as UNHCR and IOM are to be sought in this endeavour. In this regard, a UN brainstorming meeting on the role of living heritage organized by UNESCO in Beirut (Lebanon) in 2018 showed strong interest from UN agencies, notably UNHCR, to collaborate with UNESCO to spearhead a people-centred approach. At the global level, the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage initiated a reflection in 2016<sup>25</sup>, which led to the adoption, in 2019, of a methodological guidance for States Parties, or for any other relevant national or international stakeholders; this would concern both preparation for and recovery from emergencies, including migration, on the basis of the principles of the 2003 Convention on the Safeguarding of the Intangible Cultural Heritage.

### **III) 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 *Protecting the Right to Education for Refugees (2017)*<sup>26</sup> provides an overview of existing international legal frameworks, highlighting States’ 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 9<sup>th</sup> Consultation of Member States on the Implementation of the UNESCO Convention Against Discrimination in Education. It includes an international experience-sharing consultation to develop an implementation roadmap within the context of SDG4 and the

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<sup>23</sup> With 12 members to date, the consortium is accessible at: <http://room7.org>

<sup>24</sup> Living heritage or intangible cultural heritage is understood as the practices, representations, expressions, knowledge, skills that communities recognize as part of their cultural heritage and transmit from generation to generation (Article 2 of the Convention on the Safeguarding of the Intangible Cultural heritage)

<sup>25</sup> See documents [ITH/16/11.COM/15](#) (2016), [ITH/17/12.COM/15](#) (2017) and [ITH/18/13.COM/11](#).

<sup>26</sup> The paper is available at: <http://unesdoc.unesco.org/images/0025/002510/251076E.pdf>

development of a comprehensive compendium of practical examples. In 2017, UNESCO actively contributed both at the global policy level and in the field, to the commemoration events of the International Day for the Elimination of Violence against Women, which focused on women migrants and refugees. UNESCO operates to guarantee the right to education for all women and girls fleeing from conflict zones or natural disasters and works on deconstructing gender stereotypes that are at the heart of gender-based violence particularly present in cases of displacement. Main areas of UNESCO action are:

***a) Recognition of higher education qualifications***

With the underpinning principles of the right to education and inclusion, as well as the commitment to deliver on SDG4 and contribute to the implementation of the Global Compact for Safe, Orderly and Regular Migration, UNESCO is converging its work on establishing a mechanism for the recognition of educational qualifications for vulnerable migrants. The Organization has also provided technical support on policy and planning to Member States to provide for the inclusion of migrants in national education systems. Within the context of the Global Skills Partnership, UNESCO has provided applications for recognizing skills among migrants. Efforts to adapt teacher training to manage diversity have also been made. A series of policy papers on Education and Migration is being published. The first paper, issued in December 2018, discussed “Language, education and migration in the context of forced displacement”. Another major workstream is the elaboration of a global convention on the recognition of higher education qualifications, expected to be concluded at the 40<sup>th</sup> 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.<sup>27</sup> 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 are foreseen to be adopted in 2019.<sup>28</sup> 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).<sup>29</sup>

***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 article 27 (which calls for special attention for concerned groups in terms of accessibility to TVET) and article 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).<sup>30</sup> 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

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<sup>27</sup> More information is available at: <https://en.unesco.org/themes/higher-education/recognition-qualifications/global-convention>

<sup>28</sup> 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).

<sup>29</sup> The Global Observatory is accessible at: <http://uil.unesco.org/lifelong-learning/recognition-validation-accreditation>

<sup>30</sup> The text of the Strategy is available at: <http://unesdoc.unesco.org/images/0024/002452/245239e.pdf>

launched a new Arab Regional Strategic Framework for Education in Emergencies for 2018-2021<sup>31</sup> and budgeted Country Plans for 2018-2019<sup>32</sup> 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 challenges confronting learners, educators and education systems in both crisis and post-crisis settings. Within this framework, UNESCO supported *inter alia* the enrollment of refugees; provided them with scholarships and vocational training and business development; delivered pedagogical and psychological training for teachers, supervisors and counsellors; established Jami3ti<sup>3</sup>, an online platform of higher education and training opportunities, and offered summer second chance opportunities. UNESCO has also 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.

#### IV) Strengthening evidence base on migration

##### a) Education and migration: monitoring SDG4

The Global Education Monitoring (GEM) Report, which is the tool of the international community for following progress towards the SDG 4 targets, dedicated its 2019 edition<sup>33</sup> to the education, migration and displacement nexus. The Report, launched in November 2018 in Berlin, has since been presented on around 40 occasions, including to the Global Education Meeting in Brussels and the Intergovernmental Conference on Migration in Marrakech. It examined the effects of migration and displacement on education systems but also how education can help societies manage the challenges and opportunities of migration and displacement for girls and boys. The Report intends to support countries in moving towards the implementation of the education commitments in the two global compacts on migrants and refugees. Two policy papers are linked to the report: the first, published in December 2018, discusses the recognition of qualifications and prior learning for migrant and displaced populations; the second, due in March 2019, will discuss the role of education in providing psychosocial support for children and youth traumatized by displacement.

In the lead up, UNESCO organized jointly with OECD a forum on research data for education and migration (Paris, 12-13 February 2018).<sup>34</sup> The issue paper *Inclusion of refugees in national education systems*<sup>35</sup> was submitted to the UNHCR relating 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).<sup>36</sup> 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. This data reveals the shifting

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<sup>31</sup> The text of the Strategic Framework is available at:

[https://en.unesco.org/sites/default/files/unesco\\_strategic\\_framework\\_for\\_eie\\_in\\_arab\\_region\\_english.pdf](https://en.unesco.org/sites/default/files/unesco_strategic_framework_for_eie_in_arab_region_english.pdf)

<sup>32</sup> The country plans, which also contain information on major achievements, are available at:

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

<sup>33</sup> More information is available at: <https://en.unesco.org/gem-report/report/2019/migration>

<sup>34</sup> More information is available at: <http://www.oecd.org/education/school/strength-through-diversity-3rd-policy-forum-12-13-february-2018.htm>

<sup>35</sup> The paper is available at: <https://unesdoc.unesco.org/ark:/48223/pf0000266054>

<sup>36</sup> More information about the work of UIS is available at: <http://uis.unesco.org/en/topic/higher-education>

demand for higher education, especially in developing countries, by showing where students go to study and where they come from.

**b) Research policy nexus on migration: perspectives from the South**

Within the UNESCO intergovernmental Management of Social Transformations (MOST) Programme, work is focused on enhancing the research-based and policy-relevant understanding of the social, cultural, economic and political context in which movements of people take place. The MOST global initiative on migration and development was endorsed in 2017, offering a framework to mobilize the research, intergovernmental, policy support and capacity-building pillars of MOST. Related to this focus is the publication *Migration, Free Movement and Regional Integration* released on 18 December 2017 (International Migrants' Day) by UNESCO and UNU-CRIS.<sup>37</sup> Region-specific activities under the initiative include work with governments in Central Africa to improve the data available to support migration policies. A milestone was the holding of a MOST Ministerial Forum for Central Africa on "Insecurity and Migration in Central Africa: Impact on Women and Youth", in 2016. The forum gave birth to a sub-regional research project in partnership with CODESRIA. Within the spirit of MOST, UNESCO with OHCHR and ECOWAS organized in Dakar in June 2018 a Regional Workshop on "Migration in West Africa: Gender, Youth, Migration and Human Rights". This was a stepping-stone for the preparation of a report identifying protection gaps in current legal and policy frameworks on migration and putting forward human rights-based responses; UNESCO will release by the end of the year a discussion paper on human mobility in Central Africa. In September 2018, UNESCO organized, in cooperation with the authorities of South Africa, a major international conference on "Southern Perspectives on Migration: Addressing Knowledge Production, Policies and Cooperation". Finally, close collaboration is maintained with EU Member States to encourage more evidence-informed migration debates and policies, particularly at national level.

In Latin America, UNESCO joined hands with DCI (Defense for Children International) and partners to organize, in Costa Rica on 25-26 February 2019, the "Sub-regional Forum on children and adolescents in the context of migration and forced displacement: Building scenarios for durable solutions". The forum aims at generating evidence-based solutions taking into account the sub-regional context of migration and forced displacement for an articulated work in favour of the rights of children and adolescents. An important ally in strengthening the knowledge base on migration in that region will be the newly created (December 2018) UNESCO Chair on "Borders and Migration" in the city of Santa Maria (Brazil).<sup>38</sup> In March 2019, the first MOST-School in Central Asia will be dedicated to returning youth migration in Tajikistan. The MOST School will provide a space for a multi-stakeholder dialogue to identify and address capacity gaps relating to this theme.

Following the success of the Internal Migration in India (IMMI) programme,<sup>39</sup> launched in 2011, UNESCO has initiated a similar workstream in Southeast Asia in partnership with IOM, ILO, UN Habitat and UNDP. At the World Urban Forum 2018, UNESCO released a series of policy briefs<sup>40</sup> summarizing the state of knowledge on internal migration in nine Southeast Asian countries. This is being followed up with studies on the experiences of migrants in Cambodia (2018) and Vietnam (2019). Starting with building the knowledge base, the IMMI examined several different key themes: the role of youth, impacts of climate change in driving migration, India's construction industry, and the experiences of the migrants. The GYM (Gender Youth Migration) platform<sup>41</sup> was set up as a hub for information sharing and networking. More recently UNESCO has focused on promoting the voice of migrants to highlight the importance

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<sup>37</sup> The text is available at: <http://unesdoc.unesco.org/images/0026/002606/260669E.pdf>

<sup>38</sup> More information is available at: [http://www.unesco.org/new/en/brasilia/about-this-office/single-view/news/unesco\\_chair\\_on\\_borders\\_and\\_migration/](http://www.unesco.org/new/en/brasilia/about-this-office/single-view/news/unesco_chair_on_borders_and_migration/)

<sup>39</sup> More information is available at: [http://www.unesco.org/new/en/newdelhi/about-this-office/single-view/news/internal\\_migration\\_in\\_india\\_initiative/](http://www.unesco.org/new/en/newdelhi/about-this-office/single-view/news/internal_migration_in_india_initiative/)

<sup>40</sup> The policy briefs are available at: <https://bangkok.unesco.org/content/policy-briefs-internal-migration-southeast-asia>

<sup>41</sup> More information is available at: <https://www.unescogym.org/>

of inclusive urban spaces. A World of Migrants<sup>42</sup> is a series of radio segments focusing on the contributions of migrants to cities in India. Future plans include further research and sharing of information on internal migration, collecting examples of good policy responses from cities in Asia and developing new policy responses to promote urban inclusion.

**c) *Environment and human migration: evidence of a critical nexus***

Failed adaptation to environmental stress is among the complex and variously interconnected causes of human migration. Evidence shows that growing climatic variability has multiple impacts on water availability and quality, which in turn jeopardizes agricultural livelihoods and economic opportunities particularly for the younger generations and vulnerable members of society, thereby reducing their self-sufficiency and capability to cope with risks. These factors, often associated with other aspects such as political stability, governance, economic strength and job opportunities, can force people, in particularly the young, to migrate in search of water security<sup>43</sup>

The 2016 edition of the UN World Water Development Report on “Water and Jobs”,<sup>44</sup> produced and coordinated by the World Water Assessment Programme, revealed that more than 1.4 billion jobs – or 42% of the world’s total active labour force – are directly water-dependent. Water security is hence crucial for job creation and youth employment. As a consequence of extended droughts, the drylands of Africa – with 70% of the population mostly young and dependent on agriculture-based livelihoods – are already experiencing high unemployment and underemployment, which drive migrations within and outside the region.

The UNESCO WWAP publication *Migration and its interdependencies with water scarcity, gender and youth employment*,<sup>45</sup> released in 2017, presents a review of the available information and evidence of the nexus between migration, climate-related water scarcity, gender and youth employment, and of its impacts on the vulnerability and adaptive capacity of women and men in the context of climate variability and change-induced migration. Migration, especially for youth, represents a way to adapt to climate-induced environmental stresses and to their social and economic impacts. Climatic threats to water availability and access impact women and men differently, as challenges and opportunities are very much dependent on gender roles and societal norms. Women and men are also affected differently by the overall migration process, from its inception to the integration in the hosting society, as social constructions can often facilitate or hinder migration. Between 1960 and 2015, the number of female migrants has doubled: according to the UN World Youth Report for 2013, the female share of migrants globally was estimated at 48.2%, with 52% of international migrants being women settled in Europe. In terms of age, 30% of all migrants are under 29 years old.<sup>46</sup>

It is widely recognized that those most affected by climatic and water stress are society’s most vulnerable, who progressively reduce their self-sufficiency and capability to cope with risks. These aspects are discussed in the 2019 edition of the World Water Development Report “*No One Left Behind*”. The Report states that while figures can vary greatly from year to year depending on the occurrence and magnitude of disasters, the overall risk of being displaced by disasters has doubled since the 1970s, mainly due to population growth and increased exposure and vulnerability to natural hazards. Climate change, in tandem with poverty, inequality, urban population growth, poor land use management and weak governance, is increasing the risk of displacement and its impacts.<sup>47</sup> Away from home, refugees and internally displaced people are among the most vulnerable and disadvantaged groups, often faced with barriers to access basic water supplies and sanitation services. Displacement has impacts on the security and safety, financial

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<sup>42</sup> More information is available at: <http://ucommmedia.in/news/khanabadhoshon-ki-duniya-world-migrants-disrupting-singular-narrative/>

<sup>43</sup> More information is available at: <https://unesdoc.unesco.org/ark:/48223/pf0000258968>

<sup>44</sup> The report is available at: <http://www.unesco.org/new/en/natural-sciences/environment/water/wwap/wwdr/2016-water-and-jobs/>.

<sup>45</sup> The full document is available at: <https://unesdoc.unesco.org/ark:/48223/pf0000258968>

<sup>46</sup> The report is available at: <https://www.un.org/development/desa/youth/world-youth-report/2013-world-youth-report-3.html>

<sup>47</sup> The full report is available at: [www.internal-displacement.org/global-report/grid2018/](http://www.internal-displacement.org/global-report/grid2018/)

means, health and well-being, education and employment opportunities, gender relations, nutrition and food security, social networks, family relationships, and legal rights of the displaced.

The Biosphere and Heritage of Lake Chad Project (BIOPALT)<sup>48</sup>, launched in February 2018, provides a multisectoral response by UNESCO to the issues of safeguarding Lake Chad, promoting peace and reducing poverty. The Lake Chad region is affected by a multidimensional crisis (ecological, humanitarian and security) leading to significant population migrations. The BIOPALT project will provide early warning systems for droughts and floods to strengthen the resilience of local communities to climate change (SDG 13), train 300 policy-makers, scientists and community leaders, and mobilize 30,000 lake residents for the peaceful management of natural resources and water (SDGs 6 and 15), to rehabilitate degraded ecosystems such as ponds, oases and flood plains (SDG 15), to implement income-generating activities based on green economy to improve the livelihoods of local communities (SDGs 1, 8) and to promote transboundary inscription of the lake as a Biosphere Reserve and World Heritage site. All of these activities will encourage the return of displaced populations and maintain populations there, especially young people and women. This will further link the fate of the various communities of the lake to rebuild hope and approach the future with optimism, in a climate of peace and development.

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".<sup>49</sup> As a follow-up, projects have been 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 promotes 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.<sup>50</sup>

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<sup>48</sup> More information is available at: <https://en.unesco.org/biopalt>

<sup>49</sup> More information is available at: <https://en.unesco.org/events/climate-induced-migrations>

<sup>50</sup> The full document is available at: <http://unesdoc.unesco.org/images/0024/002487/248721e.pdf>