

CHAPTER

19

**United Nations  
Educational, Scientific  
and Cultural  
Organization**



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## United Nations Educational, Scientific and Cultural Organization

The mission of the UN Educational, Scientific and Cultural Organization (UNESCO)<sup>1</sup> is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. The Organization works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can realize its visions of global sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty. The unique competencies of UNESCO in education, the sciences, culture and communication and information contribute to the achievement of the broad development goals and concrete objectives of the international community, including the Millennium Development Goals, which underpin the Organization's strategies and activities.<sup>2</sup>

The work of UNESCO on migration focuses primarily on its social and human dimensions, and is rooted in its mandate to promote international peace and mutual respect. UNESCO emphasizes the human face of migration and addresses the implications of the movement of people in all its fields of competence. The Organization cooperates with a large range of partners, including intergovernmental organizations, civil society groups and universities, to achieve the following:

- (a) Devise concrete and practical strategies to promote social integration and inclusion of migrants and other at-risk groups, and identify gaps in policies to promote inclusive societies;
- (b) Understand the links between migration and education, and the challenges raised by brain drain/gain, student mobility and the international recognition of qualifications;
- (c) Address the social dimensions of climate change and migration, particularly regarding governance, conflict, human rights and international law, gender equality, economic and human development and public health.

<sup>1</sup> UNESCO was founded on 16 November 1945, following the end of World War II, as a specialized agency of the UN to contribute to world peace and security by promoting international collaboration through education, science, and culture. With its headquarters in Paris, UNESCO has 195 Members, eight Associate Members and more than 50 field offices around the world. It is governed by the General Conference and the Executive Board. The Secretariat, headed by the Director-General, implements the decisions of these two bodies: [www.unesco.org/](http://www.unesco.org/).

<sup>2</sup> The Organization focuses, in particular, on two global priorities: Africa and gender equality; as well as on a number of overarching objectives: (a) Attaining quality education for all and lifelong learning; (b) Mobilizing science knowledge and policy for sustainable development; (c) Addressing emerging social and ethical challenges; (d) Fostering cultural diversity, intercultural dialogue and a culture of peace; and (e) Building inclusive knowledge societies through information and communication.

## 1. Migration and development activities since the 2006 High-level Dialogue

### Human rights: Research and awareness-raising

The overall aim of the international migration programme of UNESCO for this period has been to promote respect for the human rights of migrants and to contribute to peaceful integration of migrants in society.<sup>3</sup> UNESCO adopted a three-pronged strategy to achieve this aim by strengthening the link between research and policymaking on migration issues, contributing to advocacy and policy dialogue on migration issues, and stimulating innovative thinking on migration policies.

UNESCO has worked to advance knowledge on exploitative migration and promotes research to inform the design and review of related policies. Smuggling and trafficking of human beings not only threatens security, but is also a serious violation of human rights. Migrant women and persons belonging to marginalized segments of society are particularly vulnerable to exploitation, discrimination and abuse, and more and more to the sex trade and trafficking for the purpose of sexual slavery.<sup>4</sup> For these reasons, the promotion of gender equality has been a central consideration of all UNESCO activities in the field of migration.

In order to advance legal protection for migrant rights, UNESCO conducted research with the aim of bringing to light the obstacles and challenges encountered in different regions in ratifying the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families.<sup>5</sup> In 2009 UNESCO published a book entitled *Migration and Human Rights* to raise awareness on the normative content of the Convention and relevant implementation challenges.<sup>6</sup> Since May 2010 UNESCO has been publishing the electronic journal *Diversities*, in partnership with the Max Planck Institute (Germany).<sup>7</sup> The journal has served as a platform for international, interdisciplinary and policy-related social science research in the fields of migration, multicultural policies and human rights.

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<sup>3</sup> Information on UNESCO's past activities in relation to migration can be found at the following webpage: [www.unesco.org/new/en/social-and-human-sciences/themes/international-migration](http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration).

<sup>4</sup> The sex trade and exploitation of clandestine migrants today represent the third largest source of illicit revenue worldwide after arms and drugs. According to a 2007 report on women and migration of the International Federation for Human Rights, international human trafficking probably involves between 600,000 and 800,000 individuals each year. 80 per cent of the victims are women. The full text of the report is accessible through the following link: [www.fidh.org/IMG/pdf/Femme\\_Migrations\\_Eng.pdf](http://www.fidh.org/IMG/pdf/Femme_Migrations_Eng.pdf).

<sup>5</sup> For a full list of research papers produced within the context of this initiative, please consult the following webpage: [www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/projects/unesco-project-on-the-international-migrants-rights-convention](http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/projects/unesco-project-on-the-international-migrants-rights-convention).

<sup>6</sup> See [www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/publications/migration-and-human-rights](http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/publications/migration-and-human-rights).

<sup>7</sup> *Diversities* succeeded the International Journal on Multicultural Societies which was launched by UNESCO in 1998. Since its appearance, it has covered such themes as skilled migration and the brain drain, language and super diversities and female migration outcomes. Information about the journal as well as the text of its current and past issues can be found at the following webpage: [www.unesco.org/new/en/social-and-human-sciences/resources/periodicals/diversities](http://www.unesco.org/new/en/social-and-human-sciences/resources/periodicals/diversities).

Since quality data on migration are a cornerstone for the elaboration of effective responses, UNESCO collaborated with the OSCE Office for Democratic Institutions and Human Rights in the preparation of a *Survey Report on Labour Migration to Kazakhstan, 2006-2007*. The report was published in 2010.<sup>8</sup>

In 2010 and 2011, UNESCO carried out capacity-building and awareness-raising initiatives in the Commonwealth of Independent States (CIS), with a view to improving the enjoyment of human rights by migrants and their family members. These included: (a) training seminars held, inter alia, in Armenia and the Russian Federation, that focused on promoting unhindered access to quality HIV and AIDS prevention opportunities through its Global Initiative on Education and HIV & AIDS (EDUCAIDS); (b) a contribution, in partnership with UN Women, to the creation of the Migration Media Network (MMN), which brings together journalists working in CIS countries to promote fair and accurate reporting and protect the rights of labour migrants and members of their families;<sup>9</sup> (c) training workshops in Kazakhstan, Kyrgyzstan and Tajikistan on conveying accurate messages on labour migration and HIV, that targeted NGOs and information professionals working with labour migrants;<sup>10</sup> (d) a round table on migration trends in contemporary Tajikistan organized by the UNESCO Chair on Intercultural Dialogue in the Modern World at the Tajik–Russian Slavonic University (Dushanbe), with the participation of experts from Kyrgyzstan and Tajikistan.<sup>11</sup>

In Kyrgyzstan, UNESCO currently carries out an activity for the social inclusion of young migrants. It aims to enhance dialogue between local administrations, community leaders and youth on the issue of migration, addressing in particular the needs of young women as an increasingly active migrant cohort in the country. The activity will complement the EU–UN Joint Programme currently in progress in Kyrgyzstan entitled “Operationalizing Good Governance for Social Justice.” Three workshops encompassing training and an experience-sharing component were scheduled from May to June 2013 in rural communities selected because of their high migration rates.

## Migration, education and development

Migration and education are deeply intertwined processes. Education is a key factor among the forces that drive migration. People may migrate because they have acquired skills that can be used in foreign labour markets, or because they wish to study and acquire training abroad to enhance their professional opportunities. Underdeveloped training opportunities may undermine people’s socioeconomic prospects, thereby encouraging them to seek opportunities abroad. Education is also a major factor in the relationship between migration and development, in particular through student mobility. It is widely recognized that expanded tertiary education is crucial for an

<sup>8</sup> The full text of the Survey Report is accessible through the following link: [www.osce.org/odihr/41591](http://www.osce.org/odihr/41591).

<sup>9</sup> The webpage of the network is [www.caucasia.at.ua/publ](http://www.caucasia.at.ua/publ).

<sup>10</sup> For more information on these activities, visit [www.unesco.kz/new/en/social-and-human-sciences/news/2534](http://www.unesco.kz/new/en/social-and-human-sciences/news/2534) and [www.unesco.kz/new/en/education/news/2482](http://www.unesco.kz/new/en/education/news/2482).

<sup>11</sup> Information on the round table is available on this webpage: [www.unesco.tj/ru/index/index/pageId/176](http://www.unesco.tj/ru/index/index/pageId/176).

economy's development, contributing to growth by improving technological capacity and maximizing output. Student mobility contributes to this process.

A central issue in the international mobility of workers is the recognition of qualifications and technical training. UNESCO activities in this area are centred around its six Conventions on the Recognition of Studies and Qualifications. States Parties to these conventions undertake to mutually recognize academic qualifications.<sup>12</sup> These treaties are complemented by the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education.

In 2008 an expert group meeting was organized on "Migration and Education: Quality Assurance and Mutual Recognition of Qualifications," which discussed best practices and policies based on nine country audits and engaged, in addition to country experts, representatives from UNESCO, WHO, IOM, the UN Conference on Trade and Development, the Commonwealth Secretariat, the Organisation for Economic Co-operation and Development, the International Pharmaceutical Federation, Hewlett Packard and a selected number of Permanent Delegations to UNESCO. The nine case study countries were Australia, Canada, China, France, Malaysia, Morocco, the Philippines, Senegal, and the United Kingdom.<sup>13</sup>

The UNESCO Institute for Statistics (UIS) has also been actively gathering data on the mobility of students in tertiary education, which has grown exponentially in recent decades.<sup>14</sup> UIS runs annual surveys among Member States to collect data on all levels of education, from preliminary to tertiary, including on student mobility. The results are published in the annual *Global Education Digest* (GED). In 2009 GED focused on higher education and provided comprehensive data on mobile students: their sending countries, host countries, preferred destinations and most common fields of study, as well as new trends, among others.<sup>15</sup> The report observed that the reasons behind student mobility and its impacts are often poorly understood, and are partly attributable to a general lack of comparable data. It also pointed to the need for a holistic analysis of the phenomenon using data from both host countries and countries of origin.<sup>16</sup>

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<sup>12</sup> These include the regional conventions for: Latin America and the Caribbean (1974); the Mediterranean Region (1976); the Arab States Convention (1978); the African States (1981); Asia-Pacific (1983); and Europe - Lisbon Convention (1997). The changes brought about by the 1997 Europe-Lisbon Convention spurred a process of revision of the other regional instruments. The 1983 convention for Asia-Pacific was revised in November 2011, while the revision of the convention for African States carried out in cooperation with the African Union is expected to be completed in 2013.

The text of all instruments is available at [www.portal.unesco.org/en/ev.php-URL\\_ID=13648&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=-471.html](http://www.portal.unesco.org/en/ev.php-URL_ID=13648&URL_DO=DO_TOPIC&URL_SECTION=-471.html).

<sup>13</sup> The summary of the expert group meeting is accessible at <http://unesdoc.unesco.org/images/0017/001798/179851e.pdf>.

<sup>14</sup> Since 1975 the number of mobile students has grown nearly four-fold, from 800,000 in 1975 to 3.6 million in 2010. Note that three operational definitions are widely used to identify mobile students: (1) the students' country of permanent or usual residence, (2) country of prior education, or (3) country of citizenship. UNESCO-UIS/OECD/Eurostat, (2008).

<sup>15</sup> Available at [www.uis.unesco.org/Education/GED%20Documents%20C/ged-2009-final-4-err-en.pdf](http://www.uis.unesco.org/Education/GED%20Documents%20C/ged-2009-final-4-err-en.pdf).

<sup>16</sup> Information on student mobility is also available on the UIS online Data Centre and at a special webpage on the global flow of tertiary-level students. Data on the global flow of tertiary-level students is available at: [www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx](http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx).

Unhindered access to quality education is an indicator of, as well as a prerequisite for, the integration of migrants in host countries. The issue was addressed in the publication *The Integration of Migrants' Children Through Education: Moscow's Experience* by the Chair on International (Multicultural) Education of the Moscow Institute of Open Education, produced with the support of UNESCO. Providing a combination of historical, legislative and sociological approaches, the publication describes the social and cultural integration of the children of migrants within the Moscow education system.<sup>17</sup>

### Skilled migration and development

The UNESCO 2010 Science Report provides in-depth evidence and detailed analysis of the impact of skilled migration on research and development (R&D), and on development in general.<sup>18</sup> It analyses the trends and developments that have shaped scientific research, innovation and higher education over the past five years, including the impact of the current global economic recession. It depicts an increasingly competitive environment, characterized by intense and multidirectional flows of information, knowledge, personnel and investment.

With respect to migration, the 2010 Science Report notes that countries are training many more scientists and engineers than before, but that graduates are having trouble finding qualified positions or attractive working conditions at home. As a result, migration of highly qualified researchers from South to North has become a characteristic feature of the past decade. The report highlights the outflow of knowledge workers from their home country, leaving behind a dearth of human capital. This depletion of the skilled workforce has hampered some countries' efforts at developing their R&D (for example, India, Turkey and other countries in South Asia and sub-Saharan Africa).

Data further show that while South–North and North–North are major directions for migration, overall a much more varied array of destinations (South–South) is emerging: Jordan, Malaysia, South Africa and Ukraine, for example, have become attractive destinations for the highly skilled.

In response to the increase in international migration, the UNESCO Science Report outlines how diasporas can be a useful departure point for the design of policies for more effective technology transfer and knowledge spillovers. This knowledge motivates countries to elaborate policies to attract highly skilled expatriates back home, such as China and the Republic of Korea have done. The aim is to encourage the diasporas to use the skills acquired abroad to support and effect structural change at home. Diaspora communities may also be invited to participate “from a distance” if the prospect of a permanent return home is unlikely.

<sup>17</sup> The publication is available at the following link: [www.unesdoc.unesco.org/images/0015/001592/159242r.pdf](http://www.unesdoc.unesco.org/images/0015/001592/159242r.pdf).

<sup>18</sup> The full text of the report is accessible at the following webpage: [www.unesco.org/new/en/natural-sciences/science-technology/prospective-studies/unesco-science-report/unesco-science-report-2010](http://www.unesco.org/new/en/natural-sciences/science-technology/prospective-studies/unesco-science-report/unesco-science-report-2010).

To assist Member States in addressing these challenges, UNESCO is facilitating the exchange of information and transfer of technology through information and communication technologies (ICTs) which help countries manage the expatriate skilled population as a potential asset for development of their country of origin. Equally, ICTs can contribute to the promotion of brain gain.

## **Migration, development and global environmental change**

Climate change is one of the major current concerns of the international community and was chosen as a GMG theme in 2011 under the UNESCO chairmanship. Its social and human impact on migration is the object of increasing attention amongst policymakers and researchers. Greater resource scarcity, desertification, risks of droughts and floods and rising sea levels could drive millions of people to migrate, with a potentially tremendous impact on development. Also, climate change and environmentally induced migration are not gender-neutral phenomena.

Women in rural areas in developing countries are particularly exposed to the effects of climate change due to their high dependency on local natural resources for their livelihood. Also, by comparison with men in poor countries, women face historical disadvantages, such as limited access to decision-making and economic assets, which compound the challenges of climate change. It is therefore imperative that a gender analysis be applied to all actions on climate change, and that gender experts are consulted in climate change processes at all levels so that women's and men's specific needs and priorities are identified and addressed.

Despite the growing interest in the links between climate change and migration, research and policy development around the issue remain limited. There are uncertainties surrounding, for example, the number of persons affected and the geographical zones concerned. There is also disagreement between those who stress the direct impact of environment on population flows and those who insist on the social, economic and political contexts in which such flows occur. Most importantly, the impact of environmental change on policymaking remains largely unexplored.

In 2011 UNESCO published the first comprehensive overview of the climate change–migration nexus, which provides empirical evidence on the links between climate and migration and investigates key policy issues, including States' policy responses and the views of different institutional actors. The report examines critical perspectives on the actual relationship between the environment and (forced) migration, concepts and notions adequate to address this relationship, gender-related and human rights implications and, finally, international law and responsibilities in this field.<sup>19</sup>

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<sup>19</sup> UNESCO, *Migration and Climate Change* (New York, Cambridge University Press, 2011), available from [www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/sv11/news/migration\\_and\\_climate\\_change\\_a\\_unesco\\_publication\\_on\\_one\\_of\\_the\\_greatest\\_challenges\\_facing\\_our\\_time](http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/sv11/news/migration_and_climate_change_a_unesco_publication_on_one_of_the_greatest_challenges_facing_our_time).



Currently, UNESCO implements two subregional projects on environmentally induced migration, in the Sahel and the Aral Sea region. The first project on exploring linkages between climate change, environmental degradation, and migration in the Sahel aims at strengthening the nexus between research communities and policymakers on issues related to environmental migration for better production and utilization of scientific data in policymaking and planning processes.<sup>20</sup> The second project, “Enhancing International Responses to Environmental Migration: The Aral Sea Region” (Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan), will produce a case study bringing to the forefront information on migration processes in the Kyzylorda region. The key findings of the study were shared at the conference on “Improving Migration Management at the Local Level” organized in May 2013 in Shymkent, Kazakhstan, by OSCE, UN Women and UNESCO in close collaboration with local authorities.

### Migration, regional integration and urban development

Following up on its publication *Migration without borders: Essays on the free movement of people* (2007),<sup>21</sup> UNESCO launched in 2009, in cooperation with the United Nations University, a research project entitled “Free Movement of People within Regional Integration Processes”.<sup>22</sup> The overall objective was to address the role of human mobility within regional integration processes and ensure that free movement arrangements are considered by stakeholders within regional organizations.

This is largely a new idea, as regional integration to date has mostly addressed the free movement of goods and services. As the example of the European Union shows, migration management can benefit enormously from a regional perspective. By collecting factual information and analysing policy instruments (treaties, protocols, among others) and their implementation in the field of free movement, the project aims to present an overview of the current trends in the regional organizations’ approach to the free movement of people. The final output will be an edited volume comprising the comparative analysis and individual case studies, to be published in 2013.

The urban development programme of UNESCO is aimed at stimulating – through capacity-building and the transfer of comparative and policy-relevant knowledge

<sup>20</sup> The project builds upon two studies in Senegal and Côte d’Ivoire that incorporate existing data and generate new empirical knowledge. The studies presented earlier this year in the respective countries will lead to a publication on the evidence collected and policy recommendations. Information on the project is available on the following webpage: [www.unesco.org/new/en/dakar/about-this-office/single-view/news/impact\\_of\\_environmental\\_change\\_on\\_migration\\_in\\_the\\_sahel](http://www.unesco.org/new/en/dakar/about-this-office/single-view/news/impact_of_environmental_change_on_migration_in_the_sahel).

<sup>21</sup> More information on this publication can be found at [www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/publications/migration-without-borders](http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/publications/migration-without-borders).

<sup>22</sup> To gain insight into the regional organizations’ approach to free movement of people, a combination of surveys and desk research is being applied. During the first phase of the project, questionnaires were sent to some 30 regional organizations covering all world regions. It included, among others, inquiries related to the legal mandate of the organizations and specific free movement policies as well as their implementation. Building upon this mapping exercise, selected experts were contacted to establish a network on regional free movement policies. Through this network, more detailed research has been conducted on the actual situation of free movement agreements and the obstacles to establishing regional migration policies.

on urban development – the design of urban public policies which respect, protect and promote inclusiveness, social cohesion and local democracy. In 2010 UNESCO launched, together with UN-Habitat, the publication *How to Enhance Inclusiveness for International Migrants in our Cities: Various Stakeholders' Views*. It describes how the flow of international migrants towards cities contributes to the growth of urban areas.<sup>23</sup> The conclusions point to the fact that the major factors for successful inclusion of migrants in a given city are social and human ones. These are best addressed by a combination of policies and programmes to ensure social, cultural, economic, civic and political rights on the one hand, and effective urban planning and access to public spaces on the other, underpinned by a strong local political will.

Within the same framework, UNESCO put forward the “right to the city” concept in an effort to advance a rights-based approach to urbanization. Touching upon such issues as city administration, participation in local decision-making, recognition of diversity and eradication of urban violence, it aimed at promoting the inclusion of marginalized and vulnerable populations, including migrants, in cities. In this connection, UNESCO published in 2011, jointly with the Centre de Sciences Humaines, New Delhi, the book *Urban Policies and the Right to the City in India: Rights, Responsibilities and Citizenship*.<sup>24</sup> The publication highlights a number of migration challenges and advocates for the inclusion of migrants in local decision-making.

Recognizing the inadequate uptake of internal migration in local policies in India, UNESCO and UNICEF, with the support of other entities, including UN Women and IOM, launched the Internal Migration in India Initiative (IMII) in 2011, on the occasion of a national workshop.<sup>25</sup> Under the umbrella of the IMII, UNESCO is currently conducting new research to take stock of the latest data available and provide a comprehensive overview of the main features and current trends. A first and comprehensive research paper, entitled “Internal Migration and Youth in India – Main Features, Trends and Emerging Challenges”, was prepared in collaboration with the Centre for Development Studies in Kerala, India, and presented for discussion at the National Conference on Youth Migration and Development in February 2013, Chennai, India.<sup>26</sup>

With a view to consolidating the IMII and ensuring its sustainability, UNESCO and UNICEF recently proposed the establishment of a Knowledge Management tool on gender, migration and youth in India as a sub-community of practice of an existing

<sup>23</sup> The text of the publication is available on the following webpage: [www.fr.scribd.com/doc/46851109/Publication-SHS-How-to-Enhance-Inclusiveness-for-International-Migrants-in-Our-Cities-Various-Stakeholders-Views](http://www.fr.scribd.com/doc/46851109/Publication-SHS-How-to-Enhance-Inclusiveness-for-International-Migrants-in-Our-Cities-Various-Stakeholders-Views).

<sup>24</sup> The text of the publication is accessible at <http://unesdoc.unesco.org/images/0021/002146/214602e.pdf>.

<sup>25</sup> The discussions initiated at the workshop on such issues as the under-explored linkages between internal migration and human development; social protection; the rights and well-being of women and children; inclusive urbanization and migrants' rights to the city; and urban policies and rights-based creative practices led to the elaboration in 2012 of some key policy briefs. For more information on the Internal Migration in India Initiative and the different activities carried out in this connection, please visit the following webpage: [www.unesco.org/new/en/newdelhi/areas-of-action/social-and-human-sciences/internal-migration](http://www.unesco.org/new/en/newdelhi/areas-of-action/social-and-human-sciences/internal-migration).

<sup>26</sup> The final text of the paper, which includes a policy brief, is accessible at <http://unesdoc.unesco.org/images/0022/002214/221487E.pdf>.

Gender Community of Practice (under UN Solutions Exchange – India).<sup>27</sup> UNESCO has also joined the UN Country Team India Project Proposal submitted to the UN Trust Fund to End Violence Against Women, along with UN Women, UNDP, UNICEF, ILO, the Office of the UN High Commissioner for Refugees, UN Office on Drugs and Crime and the UN Population Fund. The overall project will contribute to changing the conditions that allow for trafficking of women and girls, and strengthening systems for enhanced accountability to prevent trafficking. UN Women and UNESCO will work together to demonstrate the fine line between trafficking and migration. UNESCO will also support the sensitization of internal migration networks and resource centres to the risks facing women and girls on the move, and develop awareness material for migrants.

### **Migration, cultural diversity and the culture of peace**

As a consequence of cross-border population flows, many countries have growing immigrant minority populations that bring with them different cultures from the original society. The increase in xenophobia and racism in many countries calls for policies that respect the rights of migrants, underscore the benefits of diversity and promote social cohesion.

To address such challenges, UNESCO has promoted the value and respect for pluralism, tolerance and cultural diversity in multicultural societies. The Organization's action has been further consolidated by two recent normative instruments, the Universal Declaration on Cultural Diversity (2001) and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), both adopted by its General Conference. Through these, UNESCO has been promoting national policies that recognize the value of cultural diversity in societies and provide the necessary space for migrants and others perceived as different to express their identity.

An important input to relevant intellectual, scientific and political thinking was made through the UNESCO World Report on Cultural Diversity, where migration is a cross-cutting issue.<sup>28</sup> Based on the analysis of recent initiatives, concrete examples, case studies and successful practices, it explores the necessary conditions for diversity to become an asset, and advances alternative pathways for renewing development strategies in favour of poverty eradication, environmental action and sustainable, human-centred governance.

Addressing the challenges posed by migration in terms of social integration of migrants and respect for their cultural identity is an integral component of the new Programme for a Culture of Peace and Non-violence of UNESCO, launched in 2012.<sup>29</sup> This programme

<sup>27</sup> A meeting was planned for Spring 2013 with UNRC, UNICEF, UN-Women and UNESCO to discuss the formalization of the idea and its implementation details.

<sup>28</sup> For the full report, visit [www.unesco.org/new/en/culture/resources/report/the-unesco-world-report-on-cultural-diversity](http://www.unesco.org/new/en/culture/resources/report/the-unesco-world-report-on-cultural-diversity).

<sup>29</sup> For a presentation of the programme, see [www.unesco.org/new/en/bureau-of-strategic-planning/themes/culture-of-peace-and-non-violence](http://www.unesco.org/new/en/bureau-of-strategic-planning/themes/culture-of-peace-and-non-violence).

is an expression of the Organization's fundamental mandate to build the defences of peace in the minds of men and women, and the Organization's leadership within the UN system on such global initiatives as the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001–2010) and the International Year for the Rapprochement of Cultures (2010).

The new programme combines in a more coherent and interconnected way the broad array of relevant activities across the fields of competence of UNESCO. It pursues three main goals: (a) to develop a new political, conceptual and programmatic approach in favour of a strong commitment by States and civil society to nurture “everyday peace” involving women and youth, (that is, through ICTs and social media); (b) to improve the world's global understanding and deconstruct preconceived ideas by placing emphasis on the future as a humanistic aspiration (that is, by establishing guidelines for a global curriculum on shared values); and (c) to promote a global movement in favour of the ideals and practice of a culture of peace and non-violence, with emphasis on youth civic engagement and democratic participation (that is, by creating “hubs of peace”).<sup>30</sup>

## 2. Support provided to the Global Forum on Migration and Development

UNESCO held the GMG chairmanship together with UNICEF in the year 2011. Among the Organization's chairing responsibilities was the follow-up on key priorities and outcomes of the 2010 GFMD, among others, through the organization of major international events, such as the UN General Assembly informal thematic debate on international migration and development. During its chairmanship, UNESCO proposed that the GMG focus its work on linkages between the environment, human settlement and population movement, and that the GMG members work jointly to identify the displacement and relocation caused by climate change. The factors affecting climate change are multidimensional, and include governance, conflict, human rights, gender and economic development.

In line with the GMG chairmanship theme and a round table focus of the GFMD in Mexico, UNESCO published its book on *Migration and Climate Change*, where it identified the gaps between the perception of environmental migration and the policy responses.

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<sup>30</sup> The 17 projects implemented under this programme in 2012–2013 are organized into five thematic clusters aligned with UNESCO's following strategic directions: (a) Strengthening peace and non-violence through formal and non-formal education to achieve intercultural skills such as empathy, spontaneous solidarity and hospitality reflecting the diversity of contemporary societies in an active, honest and lasting dialogue; (b) fostering social cohesion and inclusion, pluralist and democratic participation and human rights, notably through the empowerment of women and youth; (c) harnessing the media and ICTs to promote peace, non-violence, tolerance and intercultural dialogue; (d) promoting heritage and contemporary creativity as resilience tools for building harmonious interactions through dialogue; and (e) Reinforcing the role of education, the sciences, culture, communication and information in their capacity to create sustainable and inclusive knowledge societies in all the regions of the world. An account of all projects implemented in 2012–2013 under the umbrella of this programme is available at [www.unesdoc.unesco.org/images/0021/002177/217786e.pdf](http://www.unesdoc.unesco.org/images/0021/002177/217786e.pdf).

UNESCO has addressed the need for Extended Migration Profiles in the GFMD, as a way to secure accurate and timely data on migration and development. This will require constructing a comprehensive process premised on coordination among all concerned government ministries and agencies. UNESCO has also contributed to the work of the GMG in following up on the report “Migrants Count: Five Steps Toward Better Migration Data” (2009) by the Center for Global Development. As chair of the GMG, UNESCO acted as a focal point to channel requests to all Member agencies for GMG support to the 2011 GFMD.

### 3. Identified good practices

In a report published in 2008, UNESCO presented and disseminated an inventory of existing good practices on migration and the mutual recognition of qualifications in the field of higher education, taking into account diverse systems of education and knowledge development practices.<sup>31</sup>

This report underlines the “greatest level of investment” by countries like Australia and Canada in the improvement of recognition of foreign credentials. It also refers to the UNESCO–Hewlett-Packard (HP) initiative to reduce brain drain from the African continent with the academic support of seven universities in South-eastern Europe. As an outcome, databases and joint research projects have been established with the primary aim of capacity-building.<sup>32</sup> This work is part of a broader partnership between HP and UNESCO initiated in 2003 with the aim of alleviating brain drain. It enables universities through equipment, training, assistance and operational funds to collaborate with experts around the world and interact with communities of expatriate researchers in innovative education and research projects.<sup>33</sup>

Other “good practice” initiatives include an increase in bilateral and multilateral agreements with a view to developing region- and field-specific goods and services and agreements that can enhance the mobility of skilled workers and facilitate qualifications recognition. Another example is the will by more governments to develop recruitment and recognition protocols. The aim is to stimulate the movement of professionals from surplus to underserved areas, while helping with professional registration systems and qualifications frameworks, both within and across countries, to make long-term career development and skill utilization easier. This protocol initiative is based on the Commonwealth Protocol on Teacher Recruitment.<sup>34</sup>

<sup>31</sup> The report produced a summary of an expert group meeting on “Migration and Education: Quality assurance and mutual recognition of qualifications,” held on 22–23 September 2008 at the UNESCO Headquarters in Paris. The report is available at <http://unesdoc.unesco.org/images/0017/001798/179851e.pdf>.

<sup>32</sup> The UNESCO–HP initiative was launched in 2003 in South-eastern Europe (specifically, Bosnia and Herzegovina, Croatia, Montenegro and Serbia), piloted between 2006 and 2009 in Africa (Algeria, Ghana, Nigeria, Senegal and Zimbabwe) and expanded in 2009 to another 15 higher education institutions in the Middle East and Africa.

<sup>33</sup> Additional information on the Brain Gain Initiative of UNESCO and Hewlett Packard is available on the following webpages: [www.unesco.org/new/en/education/themes/strengthening-education-systems/higher-education/reform-and-innovation/brain-gain-initiative](http://www.unesco.org/new/en/education/themes/strengthening-education-systems/higher-education/reform-and-innovation/brain-gain-initiative) and [www.hp.com/hpinfo/socialinnovation/braingain.html](http://www.hp.com/hpinfo/socialinnovation/braingain.html).

<sup>34</sup> For more information, visit <http://unesdoc.unesco.org/images/0017/001798/179851e.pdf>.

## 4. Challenges identified in carrying out UNESCO work

The inflow of migrants to cities adds to the low-income populations of urban areas. However, inadequate migration policies make it difficult to provide adequate assistance to migrants in urban settings. Rethinking of urban policies should be linked to policies aimed at integration of migrant populations.

While there are some effective practices to assure the accreditation of education and technical training, there is still an ongoing debate regarding the assessment of credentials of education institutions. One of the points made in Canada, as captured in the above-mentioned report of the 2008 experts meeting, is whether the credential assessment and advice should occur pre- or post-migration.

Another lingering challenge relates to the engagement of the private sector in dealing with credentials recognition obstacles faced by sending and receiving countries, such as the initiative with Hewlett-Packard. In regard to the credentials screening process, the question remains of whether the screening is best conducted by the private sector or the public sector, and how much neutrality each sector brings to the task. Another unanswered question is how comprehensive the standards for quality control of education should be, as there are no regional or universal standards for this.

## 5. Gaps evident within the migration and development sphere

Little is known about the precise relationship between migration and development, despite the high relevance of migration in some countries. Migration is an important factor of development and the sustainability of a country's economy since it works like an effective pool for skilled human resources. With a skill-centred economy, there is a growing need for highly skilled workers that exceeds domestic supply, so the market searches for expatriate foreign workforce.

Emotional barriers to the effective integration of migrants in host societies still remain, and so there is a need to balance social cohesion of migrants with respect for cultural diversity in host societies. Increased cooperation between social scientists and policymakers can help improve policies that recognize and support social changes induced by migration.

Environmental migration is often dealt with in terms of disasters, as in the 2004 Asian tsunami, and the 2005 hurricane Katrina in the United States of America. By contrast, there is a more "silent crisis" generated by progressive climate change, which receives much less policy attention while affecting potentially very high numbers of people. There is still a need for strategies by all stakeholders to develop balanced approaches to both slow- and long-onset climate and environmental changes.

## 6. Recommendations for the 2013 High-level Dialogue

UNESCO invites the HLD to advocate for the following:

- (a) Migration policy should be acknowledged as a key factor for conflict prevention and spreading a culture of peace.
- (b) Migration policy should be recognized as a key adaptation strategy for environmental changes.
- (c) The ethical and human rights dimensions of migration should be recognized.

The Organization proposes to the HLD the following courses of action:

- (a) Promote the value and respect of cultural diversity in multicultural societies and improve the balance between policies promoting diversity and policies promoting social integration;
- (b) Pay stronger attention to the rights of migrants in countries of origin, transit and destination and call for rights-based responses to the relevant challenges. This requires better coordination between governments in order to uphold the rights of migrants and their families;
- (c) Ensure that legal governing bodies, such as national governments, regional governments and professional institutions, which are stakeholders in student migration, understand the jurisdictional requirements of each governing body;
- (d) Identify good practice strategies currently in place to support recognition of academic achievements and skills. This will be useful in the future for advocating with governments, academics, regulatory bodies and commercial sectors for the improvement of mutual recognition of qualifications for study and professional training;
- (e) Strengthen the capacity, sustainability and effectiveness of diaspora networks as a means to promote brain gain – as opposed to the current brain drain – through the use of ICTs.

