UPDATE ON THE ACTIVITIES OF UNESCO IN THE FIELD OF MIGRATION

United Nations Educational, Scientific and Cultural Organization

A. INTRODUCTION

In 2006, UNESCO put forth its global migration strategy entitled "Promoting the human face of migration". This paper discusses the importance of migration for the work of UNESCO and outlines the contribution of UNESCO to the work of the United Nations in this field, including:

> The migration education nexus: brain circulation, student mobility and the international recognition of qualifications.

> The migration development nexus, with a particular emphasis on the development of knowledge among transnational communities through the use of information and communication technology.

> The impact of environmental trends on migration and the emerging category of "environmental refugees".

> The integration of migrants in multi-cultural societies, with particular attention to the balance between social cohesion and the respect for cultural diversity.

> The research policy nexus and the creation of innovative platforms enabling exchanges between researchers and policymakers.

The mandate of UNESCO in these different fields puts the Organization in an appropriate position to contribute to United Nations system-wide efforts to address the challenges of international migration in a coherent and coordinated way.

B. SPECIFIC PROJECTS

1. Migration and human rights

UNESCO has been active in research concerning the obstacles for States to ratify the United Nations International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families in close collaboration with the International Steering Committee for the Campaign for Ratification of the Migrants Rights Convention. In 2006 and 2007, several reports were published focusing on Canada, Europe, Southern Africa and West Africa. A book compiling the results of this research will be published in 2008.

2. Migration museums

A network of migration museums and similar institutions has been established by UNESCO in cooperation with the Rome office of the International Organization for Migration (IOM), to promote cooperation and information exchange on initiatives that aim at highlighting migrant cultures and migrant histories. In 2007, the network was started with some 20 members representing migration museums in Argentina, Australia, Brazil, Canada, France, Germany, Italy, Morocco, the Netherlands, Portugal, South Africa, Spain, Sweden, Switzerland, the United Kingdom and the United States of America.

3. Student mobility

UNESCO addresses the internationalisation of tertiary education in several ways. The UNESCO Institute for Statistics (UIS) has been making efforts to collect data from countries that send or receive tertiary students with the purpose of providing a more comprehensive view of the internationalization, globalisation and commercialisation of tertiary education. As part of these efforts, the concept of the "internationally mobile student" was introduced referring to those who study in countries where they are not permanent residents. This new definition marks a departure from the traditional understanding of foreign students which is generally based on citizenship. In addition, the UIS, in cooperation with OECD and Eurostat, and with the support of the National Science Foundation of the United States, has undertaken the Careers of Doctorate Holders (CDH) project in 2005 and 2006 in order to meet the growing user and policy demands on this issue. This project provides countries with an internationally comparable tool for tracking the careers of doctorate holders and other highly qualified people, designed to furnish internationally comparable and timely statistics of high quality on the mobility, career paths and employment destinations of highly qualified people.

4. Regional migration agreements

In 2006-2007, UNESCO coordinated a project entitled "Migration without borders", which explored the implications of a regime of liberalized migration policies. In line with this project, UNESCO will investigate the policy relevance of regional agreements on the movement of people. As the example of the European Union makes clear, regional organizations may be successful in establishing freedom of movement among their Member States. Several other regional entities are currently concerned with the governance of intraregional flows of people, which also raises the issue of the relationship between free trade and free movement. UNESCO will produce research and policy papers and will favour the exchanges of good practices between regions. Initial contacts have been established with several regional organizations to develop the project in the six year period 2008-2013.

5. Capacity-building

UNESCO is engaged in the establishment and fostering of migration research networks in different regions in order to achieve greater coherence and efficiency in migration research at regional and international levels. In 2008-2009, field offices of UNESCO will establish or revitalize research networks in Africa, Asia Pacific (APMRN), Central Asia, Central and Eastern Europe (CEENOM) and Latin America.

6. African migration

In 2007, the Executive Board of UNESCO requested the Organization to address the challenges of African migration with the specific goals to create an African research network on migration, exchange information between researchers and policymakers, engage in capacity-building and information gathering and implement pilot projects in 2008 and 2009.

7. Transnational communities and development

A UNESCO Chair and a university twinning and networking scheme (UNITWIN) are being created with support of the University of Marne-la-Vallée (France) and universities in India, Senegal, the United Kingdom and Uruguay, to coordinate research on how to promote an active role of migrant communities to foster development in the home countries. A particular emphasis of the network will be on the use of information and communication technologies (ICT) by scientific migrant communities for cooperation.

8. Human trafficking

The project of UNESCO to fight human trafficking in Africa aims to inspire more effective and culturally appropriate policymaking to fight the trafficking of women and children in Southern and Western Africa. It carries out policy-oriented research on factors related to human trafficking in pilot countries, collects best practices in fighting human trafficking at its roots, and organizes training workshops for policymakers, non-governmental organizations, community leaders and the media. The project focuses on Eastern Africa (Mozambique), Southern Africa (Lesotho and South Africa) and Western Africa (Benin, Nigeria and Togo).

9. Brain drain

In 2006, UNESCO and Hewlett-Packard launched a joint project to help reduce emigration of highly-skilled people in Africa by providing cutting-e

(2) UNESCO/OECD/Eurostat (UOE) survey, and (3) World Education Indicators (WEI) survey. Since the UIS is collecting enrollment data, the reference period is defined as the academic year. Then, assuming the academic year is ending in the calendar year X, the time frame of the surveys is as follows:

UIS survey: deadline for countries is April of year X+1. First set of publishable data is published between October and mid-December of year X+1.

UOE survey: UIS receive the data from OECD on February of year X+2 and first set of publishable data is produced by April of year X+2.

WEI survey: deadline for countries is August of year X+1. First set of publishable data are produced by mid-December of year X+1.

For most of the cases, data are based on administrative records or on national surveys that aim to cover 100 per cent of the educational institutions. In general, the surveys are not designed to study migration flows or any specific group of migrants, but through some tables, data are collected on internationally mobile students in tertiary education. The surveys cover people enrolled in educational institutions at all levels of their education with data on mobile students only collected at the tertiary level. The educational institutions usually provide the number of people enrolled in a tertiary educational programme in a country of which the students are not permanent residents. Results from the surveys are disseminated through the UIS Global Education Digest and the UIS Data Centre.[1]

India, Italy, Japan, the Republic of Korea, Malaysia, Norway, Portugal, the Russian Federation, Spain, Switzerland, Ukraine, Uganda and the United States.

The expert group was organized in task forces that took responsibility for different components of the project, including: (i) production of output tabulations, and development of common definitions, led by OECD and Canada; (ii) drafting of methodological guidelines, led by Eurostat and Portugal, and (iii) development of a model survey with a supporting methodology, led by UIS.

The CDH core model questionnaire and the corresponding instruction manual were designed by UIS as a tool for countries to obtain the necessary information for the completion of the output tabulations. The questions in the questionnaire were organized in modules and the order of the questions maximizes user-friendliness and minimizes burden on the respondent. The questionnaire consists of seven modules which concern doctoral education (EDU), recent graduates (REC), post-doctoral employment (POS), employment situation (EMP), international mobility (MOB), career-related experience and scientific productivity (CAR), and personal characteristics (PER). In particular, the modules can be described as follows:

> The module on doctoral education is designed to collect information on the educational history of doctorate holders, such as the institution in which the doctorate was earned, the field of science, duration of stay, sources of financial support, as well as the countries in which previous degrees were obtained.

> The module on recent graduates is only applied to doctorate holders having received their degree in the last two years. It collects their complete educational history, including names and locations of secondary and post secondary institutions, dates of attendance, field of study and date of degrees. In order to obtain information about the transition from education to work, it enquires about the time elapsed before obtaining the first career-path employment.

> The module on postdoctoral employment requests a description of the title, field, and duration of the postdoc, the activities involved (research, teaching, other) and the main source of financial support. The module further enquires about the reasons the doctorate holder had for taking this postdoc.

> The model dealing with the employment situation of the doctorate holder enquires about employment status, working hours, principal employer, sector and type of employment (postdoctoral temporary or permanent employment, part-time or full-time job), annual earnings, as well as retrospective career history within the past 10 years. It also asks about the level of job satisfaction and the degree of relationship with the content of the doctorate degree.

> One of the core modules of the questionnaire deals with international mobility, including the measurement of inflows[2] and returning outflows.[3] Through the information to be collected, it will be possible to distinguish temporary from permanent mobility, as well as to understand better the reasons for departure and return. This module also provides data on intentions to move out of the country within the next year, including the planned destination and enquires about linkages with country of origin for foreign-born doctorate holders.

> In order to understand better the position of the doctorate holder in her or his career, a specific module deals with career-related experience and scientific productivity. This includes data on scientific and technological output, as well as on teaching. It studies in particular those doctorate holders having pursued a career as researchers, and enquires about the reasons behind such decision. Linked to the international mobility