



EDUCATION AND MIGRATION



An assessment of the types
and range of IOM's education
and vocational training projects



International Organization for Migration (IOM)
The UN Migration Agency

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IOM is committed to the principle that humane and orderly migration benefits migrants and society. As an intergovernmental organization, IOM acts with its partners in the international community to: assist in meeting the operational challenges of migration; advance understanding of migration issues; encourage social and economic development through migration; and uphold the human dignity and well-being of migrants.

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and range of IOM's education
and vocational training projects

By Rocio Sanz - Consultant
January 2018



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Jaden practices on how to use a computer at Sapul elementary school on Chuuk island, Federated States of Micronesia. He is one of many 7th graders who use the principal's laptop to learn how to use programmes like Word and Excel. © 2017 IOM (Photo: Muse Mohammed)

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I would like to acknowledge the support received from and thank the many staff members of the International Organization for Migration (IOM) worldwide who made themselves available in a short time frame, providing valuable information and reflections. Considering how close it was to Christmas when I launched the request for information, I expected that the end of the year would bring a low response rate. However, nearly 60 people responded from both Headquarters and Field Offices. And the result of this work is just the reflection of their answers and information provided.

I would like to thank in particular Jill Helke, Director of International Cooperation and Partnerships; Maurizio Busatti, Head of the Multilateral Processes Division; Tamara Keating, Senior Policy and Liaison Officer; and Nicolas Forte, Migration Policy Consultant, from IOM's Department of International Cooperation and Partnerships, for their assistance developing the questionnaire and providing me with access to documentation, projects and relevant images from the Image Library.

A substantial quantity of information was made available; thus, this report aims at summarizing main inputs, assessing the types, range and current projects related to education and training worldwide. I hope the report and its conclusions can serve as recommendations as to how to enhance the knowledge of the Organization in the area of education, leveraging it to maximize its contribution to achieving the goal and targets of Sustainable Development Goal (SDG) 4 of the 2030 Agenda for Sustainable Development.

Rocio Sanz



Central African Republic - Alphabetization lessons for adults implemented by IOM as part of its initiatives for social cohesion. © IOM

Abbreviations

AVM	Assistance to Vulnerable Migrants
AVRR	Assisted Voluntary Return and Reintegration
CCF	Cross-Cultural Facilitator
COA	Canadian Orientation Abroad
COP	Community of Practice
DMM	Department of Migration Management
DOE	Department of Operations and Emergencies
DTM	Displacement Tracking Matrix
EU	European Union
GMDAC	Global Migration Data Analysis Centre
IBM	Immigration and Border Management
IC	Integrative Complexity
ICP	Department of International Cooperation and Partnerships
IDF	IOM Development Fund
ILO	International Labour Organization
IOM	International Organization for Migration
LHD	Labour Mobility and Human Development
MECLEP	Migration, Environment and Climate Change: Evidence for Policy
MICIC	Migrants in Countries in Crisis
MRC	Migration Resource Centres
MRTC	Migration Research and Training Centre
NGO	non-governmental organization
PRIMA	Project Information and Management Application
RO	Regional Office
RTS	Regional Thematic Specialist
SDG	Sustainable Development Goal
ToT	Training of Trainers
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VET	vocational education and training



Syrian refugee children attend class at the Syrian Social Gathering, a multiservice centre supported by IOM.
© 2016 IOM (Photo: Muse Mohammed)

The report presents the results of the assessment of the current range and types of IOM's education and vocational training programmes as of December 2017. Within an overall framework of reviewing the Organization's role in supporting the development and implementation of migration policy, the purpose of this assessment is to understand how these activities engage in the Organization's approach towards migrants' assistance and migration in general, as well as in the context of the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs), particularly SDG 4 as it relates to education.

In line with the Terms of Reference,¹ the desk review addresses the following questions:

- (a) What is the role of education and training in ensuring humane and orderly migration, promoting international cooperation on migration issues, assisting in the search for practical solutions to migration problems and providing humanitarian assistance to migrants in need?
- (b) What is the scope of IOM's initiatives in this area over recent years?
- (c) What are the lessons learned that can be built upon for future programming?

The review was designed to gather an insight of relevant IOM initiatives through a participatory approach. Questions were limited to IOM staff only.

Primary data were gathered through semi-structured interviews, while secondary data were obtained through the review of the documentation available in databases and documentation received at the meetings. In view of the time frame, surveys were not contemplated, but key questions were introduced during the meetings to triangulate the information gathered.

To better understand the range of IOM engagement in education, the consultant assessed the scope of SDG 4, considering the overall purpose, targets and means for implementation to then link them to IOM initiatives.

SDG 4 pursues the Millennium Development Goals' unfinished education agenda, and goes beyond, committing all countries to ensure equal opportunity in access to quality learning opportunities at all levels of education in a lifelong perspective. Education is provided either through formal (schooling and university, vocational and technical) or informal (training) environments. Quality is the key here to ensuring equal opportunity in access to further learning opportunities for youths and adults throughout life.

It is in this context that we understand that SDG 4 does not focus solely on formal education as a means linked to knowledge-gathering, but also on training, in the sense of gaining skills. In other words, both education and training are part of SDG 4, whereby education looks at a holistic and comprehensive approach to quality, access, rights, inclusiveness and lifelong learning, while training concerns a certain activity and specific transfer of skills. In this sense, IOM targets both education and training, ensuring access as a right as well as the transfer of skills.

¹ Terms of Reference: Consultant – Desk Review, Migration and Education Projects.

Here are some considerations linking education to migration:

- (a) **Access to education** is fundamental, as it influences people's opportunities in life, their economic and civic involvement and even their degree of integration – in the case of migrants – as it can help overcome various forms of discrimination and stereotyping.
- (b) **Migration** is a key element that affects the relations in the twenty-first century. As a cross-cutting area, migration impacts all the SDGs, including SDG 4.
- (c) **Migration and education** are multifaceted processes that involve individuals, schools, communities, regions and countries. Through migration and education, individuals can develop knowledge, skills and competencies, and contribute to social and economic development. Likewise, migration flows have an impact on the educational outcomes of a society.

IOM Approach to Education

IOM is committed to the principle that humane and orderly migration benefits migrants and society. As an intergovernmental organization, IOM acts with its partners in the international community to: assist in meeting the operational challenges of migration, advance understanding of migration issues, encourage social and economic development through migration, and work towards effective respect of the human dignity and well-being of migrants.

As the leading international organization on migration, IOM is not specialized in education and does not have a specific education policy. However, since its early days, IOM has had a large portfolio on education and training-related activities, adapted to the needs of migrants and contexts. These activities are carried out with the purpose of meeting a larger goal, be this integration, reintegration, community stabilization or social cohesion.

IOM's approach to training and education is included in its Constitution of 1951, in chapter 1, dedicated to the Organization Purposes and Functions:

Article 1-c: *to provide, at the request of and in agreement with the States concerned, migration services such as recruitment, selection, processing, language training, orientation activities, medical examination, placement, activities facilitating reception and integration, advisory services on migration questions, and other assistance as is in accord with the aims of the Organization.*

While the focus may not be education per se, training and education have always been an essential component throughout the Organization's history, assisting governments and partners to build the necessary capacities to support migrants in their (re)integration process, as well as societies in the understanding of migration and its impact.

Training and education's related activities will vary depending on the type of assistance, funds available, donor-specific requirements and policy behind the area of work. These activities can relate to formal and informal education, being part of a comprehensive approach or country-oriented specific needs.

To carry out the mapping, all programme-focused areas and results identified as of December 2017 were placed in 10 different groups, considering the overall goal of SDG 4 and its targets. Their selection has been on the basis of education for migration as well as how IOM activities allow, grant or facilitate access to the different SDG 4 targets.

→ **SDG-4** looks at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

SDG 4's vision is to transform lives through education, recognizing its importance as a main driver of development and in achieving the other SDGs. SDG 4 is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; as well as a shared responsibility and accountability.

IOM carries out education-related activities with governments and partners through a flexible approach that aims at the integration, reintegration and stabilization of social cohesion of migrants within societies. Part of IOM's knowledge production (i.e. research and publications) aims at informing and raising awareness of a wide range of migration stakeholders and partners, including policymakers, practitioners, media, students and the public in general, as well as the IOM project/programme development.

→ **SDG4** provides seven outcome targets and three means of implementation.

Access, inclusion and equity, gender equality, quality (in terms of content, learning and teaching) and a lifelong learning approach are the key parameters of SDG 4.

- (a) Ensure access to education as basic fundamental right (access, transport, enrolment, ensure inclusion and avoid dropouts):

Access to education is a fundamental right of children and adolescents up to a certain age. The selection of these activities has been on the basis of IOM granting access to migrant children and/or avoiding dropouts, particularly in the context of countries sending migrant workers abroad or integrating them in new contexts. This group relates to Target 4.1, which seeks to ensure all boys and girls complete free, equitable and quality primary and secondary education and reduce dropouts.

- (b) Vocational training and livelihood as part of (re)integration strategies.
- (c) University and research to enhance understanding of migration issues, knowledge-sharing and building.
- (d) Migrant training to specific target groups through language acquisition and cultural orientation:

These three groups provide different perspectives of Target 4.3, which aims at ensuring equal access for all women and men to affordable and quality technical education, including university. This may also include VET curricula to better prepare migrants for the foreign labour markets as part of labour migration schemes.

- (e) Skills for work and on-the-job training to build the capacities to empower migrants and actors involved in their assistance:

Migrant training is also linked to skills for work under Target 4.4, which seeks to substantially increase the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. Skills qualification of migrants is also part and parcel of labour migration schemes.

- (f) Sustainable development and global citizenship through information and education campaigns, the inclusion of migration issues in schools and universities, and the prevention of radicalization to vulnerable migrants and refugees:

This group takes its name after Target 4.7, which looks at ensuring that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. Some activities included in (c) above (University and research) may also fit here.

- (g) School rehabilitation as part of stabilization activities:

One of SDG 4's means of implementation is 4.A Education facilities and target environments, which seeks to build and upgrade education facilities that are child-, disability- and gender-sensitive, and provide safe, non-violent, inclusive and effective learning environments for all. Community stabilization activities, particularly school rehabilitation, not only allow migrant children and those from host communities to access proper schools, but also are used as a means for stabilization and social cohesion.

- (h) Scholarships to students to study abroad and acquire skills for future job engagement:

Another SDG 4 means of implementation is 4.B Scholarships, which aims at expanding globally the number of scholarships available to developing countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communication technology, technical engineering and scientific programmes in developing countries.

- (i) Teachers' support – While IOM does not have specific approach towards teachers, there are tools and methodologies developed for teachers and facilitators that may help them enhance the awareness of migration in their work and/or facilitate cross-cultural understanding:

The last SDG 4 means of implementation is 4.C Teachers, which intends to substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

- (j) Equity – IOM's programmatic approach includes a perspective towards integration and inclusion of most vulnerable groups, including ethnic and minority groups, as well as gender equity and equality:

Relates to Target 4.5, which focuses on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Overall analysis provides numerous examples of the linkage between education and migration and how education is key to managing migration. IOM therefore has a responsibility to advocate for measures to develop inclusive, responsive and resilient education systems to meet the needs of children, youths and adult migrants, particularly those in crisis contexts, including internally displaced persons and refugees, and being able to equip them for a sustainable future, consequently preventing potential forced migrations.

Furthermore, the Organization has a responsibility to increase understanding on migration issues, which include building the capacities of governments and civil society at all levels (starting from schools) to increase awareness and appreciation of a culture of inclusion that prevents risks that may come without adequate integration (such as discrimination, migrant-phobia or second-generation migrants linked to radicalization).

Strong partnerships and well-coordinated national, regional and global responses and systems are needed to prepare for and respond to emergencies and to “build back” better, towards safer and more equitable education systems, but also to ensure that inclusion is real, societies have the means to understand and migrants the tools to respond.

Acknowledging the many efforts that IOM undertakes in the areas of education and training for both migrants and broader societies is the first step towards directing IOM programming to ensure maximum outcomes for lifelong and quality learning opportunities with a migrant-centred and inclusive approach.

Summary of programmatic areas

- (a) **Access to basic rights:** IOM works with governments and partners to ensure that children and youngsters can fulfil their right to education, whether in humanitarian and transition environments, in camps, transit centres or at home, whether in transit or destination countries. IOM conducts child-seeking activities to support out-of-school learners in re-entering the education system; avoiding dropouts; providing transportation, registration and fees; and developing methodologies that promote inclusion and integration. IOM provides different alternatives to schooling when the inclusion to national school of migrant children is not possible. Unaccompanied children are among the most vulnerable groups that require protection at the national level. IOM works at the regional and national levels to address the reintegration of migrant children and to tackle the push and pull factors that might trigger successive displacement and/or multiple migratory movements. In countries where one or both parents leave looking for working opportunities, IOM provides alternatives to ensure proper assistance to children left behind, thus preventing them from dropping out of school, contributing to their social, educational, behavioural and psychological development.
- (b) **Vocational training, livelihoods and business development** have been standard tools utilized by IOM for migrant integration since the origins of the Organization. The methodology varies depending on the type of migrant, policy and funds available. During transition and recovery periods, these activities have wider objectives, such as stabilization, durable solutions, contributing to transition and peacebuilding, or even reducing disaster and strengthening resilience. As part of labour migration schemes, the reform of the VET curricula has contributed to better preparing migrants for foreign labour markets. Livelihood and vocational training approaches build on existing skills and capacities or support new skills development. When conducted strategically, based on sound market analysis, labour market access and needs, early action can promote self-reliance and begin to lay the foundations for future stability. In areas with high unemployment, IOM seeks to ensure the inclusion of those directly and indirectly affected by displacement, involving hosting communities to mitigate potential tensions. IOM works with potential employers, raising awareness of rights and responsibilities, supporting mentoring initiatives or covering costs of initial employment to be taken over by employers after an agreed time frame. IOM training activities are largely conducted in collaboration with partners. Technical support is provided to individuals, groups, cooperatives and local authorities covering a range of sectors that include agriculture, livestock, fisheries, access to extension services, cash or in-kind support and access to financial services. Livelihood initiatives should link to an overarching theory of change, including through established referral pathways, not only in relation to income/subsistence, but also the context in which activities can provide useful approaches for engaging marginalized groups and promoting more inclusive societies.

- (c) **Skills for Work** is seen as a comprehensive approach to building capacities and skills, both for migrants and all related stakeholders. Capacity-building activities involving governments, civil society, partners, and IOM staff are included to ensure the protection and improved support to migrants and societies. Specific skill transfer, market analysis and labour schemes are key activities for migrants in resettlement or temporary migration. Activities looking at solutions for brain drain or promoting brain gain, building qualified professionals, and assisting in the return of qualified professionals contribute to labour mobility. IOM works to empower governments and provide the best conditions for development of migrants and societies. The Organization also works with partners and civil society to reduce the risks and support proactive responses while ensuring the skill and knowledge transfer.
- (d) **Migrant training:** IOM provides specific training for various categories of migrants at the request of governments. This may include refugees accepted for resettlement in third countries, immigrants and family members. Other ad hoc trainings include vulnerable and at-risk groups, returnees and internally displaced populations, as well as host communities. The provision of migrant training covers aspects such as pre-employment orientation, pre-departure and cultural orientation, language and technical/vocational training. It is thought to help reduce anxiety on the part of refugees and migrants by providing a more realistic picture of what awaits them. Training also provides them with coping skills to deal with the unfamiliar and helps shape positive attitudes towards life in their new society. Migrant training provides an opportunity to establish links between the country of origin and destination, as well as an opportunity for the receiving community to learn more about the culture and profile of new arrivals. Partnerships with the private sector have also proven to be a way to approach learning for migrants. IOM seeks not only to protect but also to empower migrants. In this context, skills assessment is one fundamental key to match migrant's capacities with the needs in the hosting community/country. Services for labour market and skills assessment-mapping provide a framework for sustainable reintegration and enhancement of livelihoods. Skills and qualification recognition for migrant workers are developed with governments and in countries of origin to ensure qualifications are recognized in the country of destination. Likewise, utilizing the diaspora and committing to establishing links with the community of origin contribute to the transfer of knowledge and skills. This can also enable, engage and empower transnational communities as agents for development.
- (e) **Sustainable development and global citizenship:** IOM works through information and education campaigns to promote awareness on migration and its risks if sought through irregular means. It also works with at-risk youths and other vulnerable groups as well as communities to promote social cohesion, prevent radicalization and contribute to a culture of peace and non-violence. Migration information campaigns that try to combat irregular migration have focused on the dangers of the journey, the difficult circumstances of living illegally in the country of destination and the implementation of stricter policies in migrant-receiving countries. Prevention of radicalization activities include experiences to prevent violent extremism, and "delink" the idea of migration to violence. IOM addresses a growing anti-migrant sentiment, working to ensure that community perceptions, media coverage and political discourse on migration are more objective, balanced and historically accurate. A key to managing diversity effectively is to understand the drivers that make people vulnerable and to strengthen the integration of migrants with the host societies, through jobs, language learning and community programmes, to ensure a sense of belonging, which helps prevent "home-grown" violent extremism. IOM works towards harmonious multicultural, pluralistic societies that welcome migrants for the benefits they bring and to provide concerted, long-term support to integrating migrants in receiving and hosting communities.

- (f) **University and research:** IOM works with universities, research institutes and academia in general pursuing several objectives: (i) exchange of practices and knowledge as think tanks; (ii) serving as a major publisher of migration research and analysis, where publications are utilized in diverse platforms including various capacity-building for migrant training and event direct assistance, in addition to dialogues, workshops, seminars, etc.; (iii) including migration issues in conferences, summer programmes, and bachelor's and master's degrees; (iv) providing on-the-job training and internship to students as well as facilitating the temporary return of highly skilled migrants to universities as mentors and lecturers; and (v) involving and cooperating with local institutions in programme management, monitoring and evaluations.
- (g) **Schools rehabilitation:** Recognizing the importance of equitable and continued access to basic services, IOM undertakes the restoration of local infrastructure and services such as schools, with the provision of adequate equipment and supplies to enable access to existing facilities for vulnerable families and host communities. These are part of community stabilization initiatives that aim at strengthening social cohesion in at-risk communities through the rehabilitation of infrastructure and generation of dialogue between communities and local authorities.
- (h) **Scholarships:** IOM provides support to students travelling abroad in various manners: facilitating their student visa applications, providing reduced tariffs or economic airline tickets, supporting them in transit or when stranded between countries, providing travel and pre-departure orientation, etc. IOM also provides specific scholarships through agreements with universities and facilitates student exchange programmes, as well as internships within the Organization. Data analysis on international students' mobility is also provided through national and international forums.
- (i) **Teachers:** IOM has developed – on an ad hoc basis – specific materials for teachers at schools addressing migration in general, or specific topics such as climate change and migration or trafficking and smuggling. The migrant training programme for refugee resettlement, migrant workers and families ensures that all facilitators (mediators with migrants) maintain a “cross-cultural” approach. IOM training methodology in this programme recognizes an interactive, learner-centred method that takes into account different learning styles (including a variety of adult learning techniques and active listening). This contributes to establishing a positive relation with the host community, reducing misunderstandings and therefore supporting migrants' integration.
- (j) **Equity:** IOM educational and training activities maintain a gender equity and equality perspective, ensuring an inclusive approach, with special attention to the most vulnerable and at-risk groups. Likewise, IOM maintains an equity vision towards integration and inclusion of most vulnerable groups, including ethnic and minority groups.



A significant portion of migrants' remittances are spent on education of their children and young dependents. Children perceive that education is the most important reward from the hardwork of their parents. © 2008 IOM (Photo: Angelo Jacinto)

2. Background, objective of the report and methodology

This report presents the results of the assessment of the current range and types of IOM's education and vocational training programmes as of December 2017. Within an overall framework of reviewing the Organization's role in supporting the development and implementation of migration policy, the purpose of this assessment is to understand how these activities engage in the Organization's approach towards migrants' assistance and migration in general, as well as in the context of the 2030 Agenda for Sustainable Development and its SDGs, particularly SDG 4, which relates to education.

As the leading international organization for migration, IOM is not specialized in education, nor does it have a specific education policy. However, IOM has a large portfolio on education-related activities, adapting the scope to the needs of the migrants and their contexts. The current mapping and review of activities attempt to provide a picture of the Organization's efforts in this area while they connect to a greater goal. Actually, education and training are one of those cross-cutting areas that, while in principle they may not seem essential to the core of the Organization, in fact they have appeared ever-present in the Organization's programmatic approach since its early days.

There is indeed a strong linkage between migration and education. Education has been identified as a catalyst of social, economic and ideational change, and it is a likely determinant of migration. It is therefore paramount to understand how IOM efforts fit into this approach and how they can contribute to a more inclusive agenda, in the spirit of partnership and pragmatism. But in order to engage in the 2030 Agenda, the Organization needs to know what it already knows, and that is not always evident.²

Methodology

Following the request in the Terms of Reference for this consultancy, the desk review has centred the research on answering the following questions:³

- (a) What is the role of education and training in ensuring humane and orderly migration, promoting international cooperation on migration issues, assisting in the search for practical solutions to migration problems and providing humanitarian assistance to migrants in need?
- (b) What is the scope of IOM's initiatives in this area in recent years?
- (c) What are the lessons learned that can be built upon for future programming?

The review was designed to gather an insight of IOM relevant initiatives through a participatory approach rather than compiling a list of projects. This approach has been limited to IOM staff only, as it is meant to be an inside exercise.

Primary data were gathered through semi-structured interviews, while secondary data were obtained through the review of the documentation available from the databases and the documentation received during the meetings. In view of the time frame, surveys were not contemplated, therefore key questions were introduced during the meetings to triangulate the information gathered.

² Available from www.undp.org/content/undp/en/home/sustainable-development-goals.html (accessed 2 March 2018).

³ Terms of Reference: Consultant – Desk Review, Migration and Education Projects.

- (a) To carry out this assessment, the consultant analysed the available databases (Project Information and Management Application (PRIMA), Project Information Unit, and the Department of Operations and Emergencies (DOE) portal), as well as other publications related to IOM programming such as *Migration Initiatives 2017*, and the revision of the Programme and Budget for 2016 and 2017. In addition, all other documentation received – and included in the list of references – was briefly consulted.
- (b) Considering the time of year, the consultant approached many Field Offices aware that responses could be limited, with end-of-year activities; however, nearly 60 people responded both from Headquarters and the field. The amount and valuable responses implied additional work to ensure all inputs were included in the analysis.
- (c) Interviews were carried out with representatives of all departments related to programmes, six Regional Offices (Bangkok, Brussels, Buenos Aires, Cairo, San Jose and Vienna) as well as Field Offices that included Afghanistan, Bosnia and Herzegovina, the Democratic Republic of the Congo, Ecuador, Germany, Ghana, Greece, Indonesia, Kenya, Mexico, Nicaragua, Niger, Norway, Sudan, Tunisia, Turkey and the United States of America. Examples of other field programmes were submitted from Headquarters offices through the different departments as well as mission websites.⁴
- (d) Interviews (whether personal or via e-mail) included not only a revision of the programming related to education and training, but also a reflection of the impact, effectiveness and relevance of these activities. Methodologies and issues of concern were identified, as were good practices, sustainability, replicability and lessons learned. Due to the limited time, these issues were included briefly in the interviews without going through in-depth revision or triangulation.
- (e) The references and background information received are reflected in the annex.
- (f) Qualitative information was gathered through interviews (whether face-to-face or via Skype). Quantitative information was more difficult to gather, as many education initiatives are part of a larger programme and do not always appear in the programme or project title. A quantitative analysis may need a more detailed analysis.
- (g) Triangulation with primary and secondary data helped identify not only ad hoc practices but most recurring practices representing the different types of activities throughout the entire Organization.

The report is divided into three parts:

- (a) A first section that aims at answering the first question. It is divided into two parts: (i) an overview of the SDGs and SDG 4 in particular, as it relates to its targets and purposes; and (ii) a review of IOM's approach to education and training;
- (b) A detailed review of IOM's scope per activity and a highlight of good practices and lessons learned; and
- (c) Finally, an analysis of how these activities fit into the targets of SDG 4 and a summary of conclusions and recommendations.

⁴ Lists of interviews are included in the annex.

3. Education within the Sustainable Development Goals and their targets

Sustainable Development Goals list



Education is a key determinant to transform lives. Education's unique power to act as a catalyst for wider development goals can only be fully realized, however, if it is equitable (...) Education lights every stage of the journey to a better life, specially for the poor and the most vulnerable (...) It can save lives, prevent... it enhances job opportunities (...) It empowers to overcome discrimination (...) It is indispensable in strengthening the bonds that hold communities and societies together (...) Equal education boosts economic growth (...) and it is part of the solution to global environmental problems.⁵

Review of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals

Conceived at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012, the 17 SDGs, built on the successes of the Millennium Development Goals, are envisaged as interconnected goals where the success of one will involve tackling issues more commonly associated with another. They form an inclusive agenda that challenges the root causes of poverty and work in the spirit of partnership and pragmatism. They provide clear guidelines and targets for all countries to adopt in accordance with their own priorities and challenges.

Sustainable Development Goal 4: Education⁵

SDG 4 aims at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (UNESCO, 2017a). Education is essentially articulated as a stand-alone goal (SDG 4) providing seven outcome targets and three means of implementation.

SDG 4 Education focuses on three underlying principles:

- (a) Education is a fundamental human right and an enabling right;
- (b) Education is a public good; and
- (c) Gender equality is inextricably linked to the right to education for all.

The focus of this goal is a universal agenda for all countries, regardless of income level, and/or development status. SDG 4 seeks a broad scope ensuring lifelong learning opportunities for all; a renewed focus on equity, inclusion and gender equality; and an effective learning and its relevance.

⁵ UNESCO, 2013.

Furthermore, education is not restricted to SDG 4 only, as it is specifically mentioned in the targets of five other goals (3. Good Health and Well-Being, 5. Gender Equality, 8. Decent Work and Economic Growth, 12. Responsible Consumption and Production, and 13. Climate Action):

3. **Good Health and Well-Being:** Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.
5. **Gender Equality:** Target 5.6: Number of countries with laws and regulations that guarantee women aged 15–49 years access to sexual and reproductive health care, information and education.
8. **Decent Work and Economic Growth:** Target 8.6: By 2020, substantially reduce the proportion of youths not in employment, education or training.
12. **Responsible Consumption and Production:** Target 12.8: By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
13. **Climate Action:** Target 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

SDG 4 targets voice a global commitment for all countries to ensure the right to quality education for all throughout life. This includes ensuring both access to quality pre-primary, primary and secondary education for all, as well as equal opportunity in access to effective quality post-secondary education and training. The Goal's main emphasis is in ensuring equal opportunity in access to effective and relevant learning.

Education and training, knowledge and learning

SDG 4 pursues the Millennium Development Goals' unfinished education agenda, and goes beyond, committing all countries to ensuring equal opportunity in access to quality learning opportunities at all levels of education in a lifelong perspective. Education is provided either through formal (schooling and university, vocational and technical) or informal (trainings) environments. Quality is the key to ensuring equal opportunity in access to further learning opportunities for youth and adults throughout life.

It is in this context that we understand that SDG 4 does not focus solely on formal education as a means linked to knowledge gathering, but also to training, in the sense of skills gaining. In other words, both training and education are part of SDG 4, whereas education looks at a holistic and comprehensive approach – to quality, access, rights, inclusiveness and lifelong-learning – while training is concerned with a certain activity and specific transfer of skills. In this sense, IOM targets both education and training, ensuring access as a right as well as the transfer of skills.

In the knowledge era, education is more than “what is meant to learn in the school” but rather a vehicle for success. Education is understood as learning that is deliberate, intentional, purposeful and organized. Formal and non-formal educational opportunities suppose a certain degree of institutionalization. A great deal of learning, however, is much less institutionalized, if at all, even when it is intentional and deliberate. Such informal education, less organized and structured than either formal or non-formal education, may include learning activities that occur in the workplace

(for instance, internships), in the local community and in daily life, on a self-directed, family-directed, or socially-directed basis.⁶

Both training and education are part of SDG 4. The Goal pursues the Millennium Development Goals' unfinished education agenda, but goes beyond, committing all countries to ensuring equal opportunity in access to quality learning opportunities at all levels of education in a lifelong perspective. How education is provided can be through formal (schooling and university, vocational and technical) or informal (trainings) environments. Quality is in this sense the key to ensuring equal opportunity in access to further learning opportunities for youths and adults throughout life.

Education and migration

Here are some considerations linking education to migration:

- (a) Access to education is fundamental, as it influences people's opportunities in life, their economic and civic involvement and even their degree of integration – in the case of migrants – as it can help overcome various forms of discrimination and stereotyping.
- (b) Migration is a key element that affects relations in the twenty-first century. As a cross-cutting area, migration impacts all the SDGs, including SDG 4.
- (c) Migration and education are multifaceted processes that involve individuals, schools, communities, regions and countries. Through migration and education, individuals can develop knowledge, skills and competencies, and contribute to social and economic development (UNESCO, 2017b). Likewise, migration flows have an impact on the educational outcomes of a society.
- (d) Education and skills acquisition play an important role at many stages of an individual's migration (at the country/community of origin, transit and destination), and they are indeed a main driver of migration. Likewise, migration flows have an impact on the educational outcomes of a society (*Economics of Education Review*, 2009:739–749).
- (e) Education helps people learn the local language and develop new skills. In fact, the economic success of the migrant will to a large extent be determined by his/her educational background, how the skills acquired are relevant to the host country labour market, and how much he/she will invest in further skills after arrival.
- (f) Educational infrastructure and teachers may not be prepared to accommodate the arrival of migrants with specific needs. Curricula may be unsuited for different cultural values or for accommodating diversity. Designing inclusive education systems is essential for people of all backgrounds to succeed.

The United Nations Secretary-General has already recognized its importance and highlighted the fact that people migrate to overcome poverty, escape conflict, or cope with economic and environmental shocks. In his words, migration is “an expression of the human aspiration for dignity, safety and a better future. It is part of the social fabric, part of our very make-up as a human family” (UNESCO, forthcoming).

⁶ **Learning** is understood to be the process of acquiring knowledge. It is both a process and the result of that process; a means, as well as an end; an individual practice as well as a collective endeavour. Learning is a multifaceted reality defined by the context. What knowledge is acquired and why, where, when and how it is used represent fundamental questions for the development of individuals and societies alike. **Knowledge** is central to any discussion of learning and may be understood as the way in which individuals and societies apply meaning to experience. It can therefore be seen broadly as the information, understanding, skills, values and attitudes acquired through learning. As such, knowledge is linked inextricably to the cultural, social, environmental and institutional contexts in which it is created and reproduced (UNESCO, 2015a:16–17).

The Global Education Monitoring Report, on the other hand, has put its focus on this subject and the need to understand migration and education dynamics to give voice to educational challenges and opportunities facing both voluntary and involuntary migrants in host and home communities. This is a significant issue if one considers that “expanding access and funding to quality education not only can improve the lives of immigrants but also the overall development of host countries” (ibid.).

In this sense, the Global Education Monitoring Report agenda is to propose policy recommendations emerging from evidence-based research into aspects of global education that can successfully reach SDG 4 in the 2030 Agenda.

Furthermore, if not considered adequately, the linkage between education and migration can provide challenges and negative effects. For example, limited access and a poor quality of education may impact people’s life chances in a negative manner. International or internal migration driven by host labour markets may negatively influence home education systems if not planned or coordinated (push factor for brain drain).

Forced migration and displacement may equally deprive home communities of skills and competencies. Migrants themselves may lose valuable knowledge, skills and competencies – or have them undervalued – by having to accept jobs or training programmes misaligned with their talents or to delay their studies (brain waste). Forced displacement strains psychological and emotional well-being, adversely affecting education achievements (ibid.).

Migration and education

- Thirty-one million school-aged children are international migrants, and this number is set to grow. Their education is therefore a long-term strategic priority and investment.
- Educating migrant children is essential to meeting SDG 4, and more broadly to achieving economic and social benefits such as improved livelihoods, better health outcomes, reductions in gender inequities and enhanced political participation.
- Large and unexpected migration flows can disrupt education systems, disadvantage migrant and refugee children and create tensions in host communities. To combat this, a combination of forward planning and contingency funding is needed.
- Education plays an important role in social integration, economic mobility and learning outcomes. Migrant children should not be placed in segregated classes or schools, nor taught solely in their native language.
- There is limited data on the education of migrant and refugee children. Governmental and international institutions need to collaborate to collect such data, and use it to support vulnerable groups.

Swiss Agency for Cooperation, 2017.



SDG 4: QUALITY EDUCATION

Ensure Inclusive and Equitable Quality Education and Promote lifelong learning opportunities for all

SDG 4 Targets



4.1 PRIMARY AND SECONDARY EDUCATION

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes



4.2 EARLY CHILDHOOD

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education



4.3 TECHNICAL, VOCATIONAL, TERTIARY AND ADULT EDUCATION

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university



4.4 SKILLS FOR WORK

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship



4.5 EQUITY

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations



4.6 LITERACY AND NUMERACY

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy



4.7 SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



4.A EDUCATION FACILITIES AND LEARNING ENVIRONMENTS

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all



4.B SCHOLARSHIPS

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries



4.C TEACHERS

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States



IOM in Cambodia partners with a local hospitality school where students are trained in the culinary arts, hotel management, and catering. Graduates from this programme are in good spots to get jobs abroad with reputable hotel chains which allows them to be able to migrate legally for work. © 2016 IOM (Photo: Muse Mohammed)

4. IOM's approach to education and training

As recently as 2015, around 244 million people were international migrants (IOM, 2016), of which 31 million were children

(United Nations Children's Fund (UNICEF), 2016)

IOM's approach to training and education is included in its Constitution of 1951, chapter 1, regarding the Organization's Purposes and Functions:

Article 1-c: *to provide, at the request of and in agreement with the States concerned, migration services such as recruitment, selection, processing, language training, orientation activities, medical examination, placement, activities facilitating reception and integration, advisory services on migration questions, and other assistance as is in accord with the aims of the Organization.*

Ever since its creation – as the Inter-Governmental Committee for European Migration (ICEM), and later as Inter-Governmental Committee for Migration (ICM), to the familiar International Organization for Migration (IOM), or the UN Migration Agency – the Organization has sought to assist migrants not just with the movement itself but also with the tools and means to help them properly integrate into their new communities, searching for activities that contribute to social cohesion or stabilization and seeing the migrant and migration itself as a positive contributor – if well managed – to countries/communities of both origin and destination.

While the focus may not be education per se, the Organization's activities focus on training, and education-related activities have always been an essential component throughout its programming, assisting governments and partners to build the necessary capacities to adequately support the migrants in their (re)integration process.

- (a) Activities such as cultural orientation, language training and vocational/skills training have been part of the package to assist migrants since its origins. European refugees (e.g. Hungarians in 1952) leaving for Latin America were the first to receive this assistance. However, since then, the Organization has searched to provide adequate assistance both to countries and migrants.

Who is a migrant?

IOM defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of:

- (a) the person's legal status;
- (b) whether the movement is voluntary or involuntary;
- (c) what the causes for the movement are; or
- (d) what the length of the stay is.

IOM concerns itself with migrants and migration-related issues and, in agreement with relevant States, with migrants who are in need of international migration services

Migrant definition by IOM: www.iom.int/who-is-a-migrant

Type of migrant

Different types of migrants include:

- internally displaced persons;
- international refugees; asylum seekers; and
- economic migrants, be they temporary, permanent or circular – and different types of migratory flows.

- (b) Creating vocational training centres, specializing in the type of cultural orientation each migrant required, the needs for the necessary skills to find a job or finding new techniques to ensure migrants spoke the language before departure, are some of the ways the Organization has contributed to their migrants' integration into their new environments.
- (c) During the 1960s, a new type of migration assistance was provided to governments upon request. This included selective migration, which contributed to knowledge-sharing and specific skills, mainly from Europe to Latin America. In need of skilled labour, 16 countries in Central and South America asked IOM (Inter-Governmental Committee for European Migration at the time) for assistance in bringing skilled Europeans.
- (d) Over three decades, nearly 27,000 qualified professionals, engineers and technicians contributed to the development of the Latin American economy and industry.
- (e) This skill transfer programme, extended during the 1980s, brought a different type of migration relation, as many Europeans opted to remain in Latin America.
- (f) Programmes such as return of talents during the mid-1970s, or the return of qualified nationals during the 1990s, provided the opportunity for countries with a traditional migration history to see their own nationals return and bring with them knowledge and skills acquired in their hosting communities.
- (g) From 1960 to 1975, over 25,000 professional Africans left their countries for the West. In 1987, 30 per cent of highly skilled manpower, such as doctors, engineers and university lectures, left their countries. IOM programmes for return of qualified nationals contributed to contain the brain drain and promoted the return of many professionals to their country of origin.

These programmes have continued until today with different approaches, depending on the requests of the governments, the financial support received and the type of migrants and context.

As the twenty-first century arrived and new migration challenges emerged, the Organization has adapted its strategy, maintaining a flexible approach to the new demands, while helping migrants and governments in addressing the new challenges of migration and taking advantage of the many unfolding opportunities.

The new century has forced the Organization to further develop the concept of migrant as their needs and contexts have become more complex and specialized. For each context and migrant need, the Organization provides specific assistance searching for integration, reintegration, stabilization or social cohesion. Funding, donors approach and department policy will also contribute to the type of assistance provided in terms of education and training.

The migrant profile will vary depending on the context, whether in humanitarian (in or outside the country), in transition or recovery periods, whether for long-term resettlement or forced return. The profiles include economic migrants who subscribe to a labour scheme, or those taking the chance under irregular paths ending up stranded or in transit countries looking for refugee status; vulnerable migrants such as unaccompanied children, victims of trafficking or smuggling; students going to a different country through a scholarship programme or selected migrants sponsored by specific governments.

With this background, and IOM being a projectized Organization and not an education specialized agency, programmes related to education and training will vary and adapt according to the needs of migrants and societies. Education and training activities are meant to contribute to the strategic approach, but only as a component in larger programmatic settings. These projects and programmes can relate to formal and informal education, as part of a comprehensive approach or country-oriented specific needs.

EVOLUTION OF MIGRATION AND EDUCATION THROUGH IOM HISTORY



ICEM (IOM) CONSTITUTION

Constitution and Basic Texts



Austria 1957, Hungarian refugees study English before resettlement at the YMCA language training centre at Camp Siesenheim, Salzburg

ICEM provides language training and cultural orientation to all refugees selected for resettlement

Germany 1958, Cultural Orientation for Hungarian



Italy 1969, Cultural orientation training at the ICEM Roberto Rossi Longhi Centre, also known as Latina Refugee Emigration Centre

Chile 1972, To stimulate local business based on traditional crafts, ICEM has funded a vocational training centre in Patagonia where local craftsmen and women can develop traditional skills



Switzerland 1973, Mr. Isaac Karabtschewsky, Chief of the Symphonic Orchestra of Rio de Janeiro, Brazil, visits Geneva, selecting musicians for his orchestra within the framework of the ICEM Selective Migration Programme

ICEM continues to develop vocational training centres contributing to the reintegration of refugees, while also develops other programmes for selective migration



Thailand 1979, Indo-Chinese refugees wait for resettlement at the Aranyaprathet Cambodian Refugee Camp in northern Thailand

CIM provides language training centres for refugees



Mozambique 1996, A former combatant learns new skills. Grinding corn into flour at an electric mill, Chimoio

IOM encourages the reintegration of former combatants through vocational training



UNSC resolution 1244 - administered Kosovo 2000, School of Civil Protection for Former Combatants

Colombia 2005, Specialized Attention Centre (CAE) Don Bosco in Cali is a vocational training project supporting excombatant children

IOM develops training curricula as part of reintegration of former combatants and provides specific assistance to excombatant children through vocational training

Afghanistan 2008, IOM provides infrastructure rehabilitation of schools to encourage return and assistance of children



Papua New Guinea 2002, IOM provides educational support to asylum seekers in camp



1951

50s

60s

70s

80s

90s

2000

10s

CHAPTER I - PURPOSES AND FUNCTIONS

Article 1-c: to provide, at the request of and in agreement with the States concerned, migration services such as recruitment, selection, processing, language training, orientation activities, medical examination, placement, activities facilitating reception and integration, advisory services on migration questions, and other assistance as is in accord with the aims of the Organization



Netherlands 1953, A student at the Bennekom Farm and Training School, learns valuable working skills before emigrating to Canada

Brazil 1958, Greek migrant is a vocational trainee, turner. He arrived in Brazil in 1958 and now works in a Greek run factory that manufactures spare parts for automobiles



ICEM provides vocational training opportunities for refugees while awaiting resettlement. The organization also provides assistance for reintegration upon arrival

Greece 1964, ICEM provides vocational training courses for young Greek women looking to emigrate. The women learn skills vital for gaining employment in their new country



El Salvador 1977, Inauguration workshop of the FUNDASAL artisan school, partly funded by ICEM



Portugal 1977, ICEM provides language training to Timorese refugees

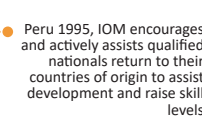


Peru 1984, German associate expert, Dieter Junesch, has come to Peru to implement a range of projects which aims to provide new skills for unemployed Peruvians

CIM supports specialized migration to contribute to the development of countries of reception through transfer of skills



Uruguay 1988, A German teacher for handicapped children at a school in Montevideo

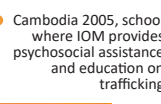


Peru 1995, IOM encourages and actively assists qualified nationals return to their countries of origin to assist development and raise skill levels

IOM assists the return of qualified nationals to encourage brain gain



Colombia 2006, IOM develops The Open Doors School Strategy to host children from displaced families and hosting communities while allowing space for interaction to the community. Rehabilitation of school is part of transition initiatives for stabilization

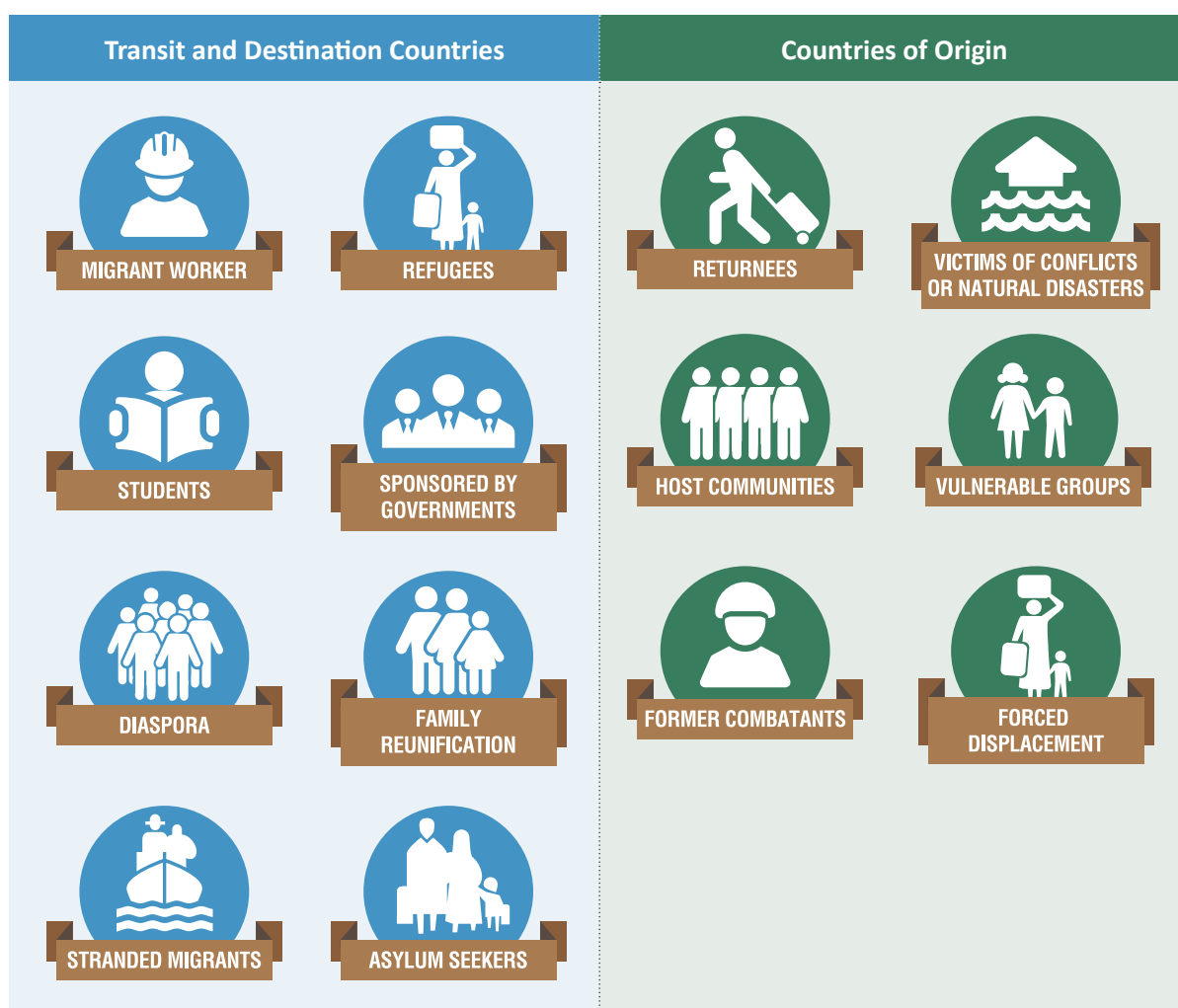


Brussels 2007, European Campaign "Not Just Numbers" - UNHCR and IOM - to raise awareness on migration and asylum in Europe

IOM participates in school development and infrastructure rehabilitation during transition periods, often using the establishments as space for coexistence between displaced populations and host communities. Information and education campaigns and psychosocial assistance are also provided in schools.



Migrant Profile



IOM carries out its duties within a larger partnership approach, multilaterally and bilaterally, actively participating within the different national, regional and intergovernmental structures and UN inter-agency working groups. It actively contributes to the global compact for migration process and participates also in the process of the global compact for refugees. As a UN agency, it actively participates in the different coordination mechanisms established for humanitarian and development responses.

Part of IOM's knowledge production (i.e. research and publications) has as a purpose to inform and raise awareness to a wide range of migration stakeholders and partners, including policymakers, practitioners, media, students and the general public, as well as IOM project and programme development.

Activities related to education and training can be broadly summarized under the following 10 groups:

- (a) Ensure access to education as a basic fundamental right (access, transport, enrolment, ensure inclusion and avoid dropouts):

Access to education is a fundamental right of children and adolescents up to a certain age. The selection of these activities has been based on IOM granting access to migrant children and/or avoiding dropouts, particularly in the context of countries sending migrant workers abroad. This relates to Target 4.1, which seeks to ensure all boys and girls complete free, equitable and quality primary and secondary education and reduce dropouts;

- (b) Vocational training and livelihood as part of (re)integration strategies;
- (c) University and research to enhance understanding of migration issues, knowledge-sharing and building;
- (d) Migrant training to specific target groups through language acquisition and cultural orientation:

These three groups provide different perspectives of Target 4.3, which seeks to ensure equal access for all women and men to affordable and quality technical education, including university;

- (e) Skills for work and on-the-job training to build the capacities to empower migrants and actors involved in their assistance:

Migrant training is also linked to Skills for work under Target 4.4, which seeks to substantially increase the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. Skills qualification of migrants is also included as part of labour migration schemes;

- (f) Sustainable development and global citizenship through information and education campaigns, the inclusion of migration issues in schools and universities, and the prevention of radicalization to vulnerable migrants and refugees:

This group takes its name after Target 4.7, which looks at ensuring that all learners acquire the knowledge and skills needed to promote sustainable development including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. Some activities included in university and research also fit here as publications (result of research), and are utilized in diverse platforms including capacity-building forums, migrant training, dialogues, workshops, seminars, etc.;

- (g) School rehabilitation as part of stabilization activities:

One of SDG 4's means of implementation is 4.A Education facilities and target environments, which seeks to build and upgrade education facilities that are child-, disability- and gender-sensitive, and provide safe, non-violent, inclusive and effective learning environments for all. Community stabilization activities, and particularly school rehabilitation, not only allow migrant children and those from host communities access to proper schools, but these centres are also used as a means for stabilization and social cohesion;

- (h) Scholarships to students to study abroad and acquire skills for future job engagement:

Another SDG 4 means of implementation is 4.B Scholarships, which seeks to expand globally the number of scholarships available to developing countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communication technology, technical engineering and scientific programmes in developing countries;

- (i) Teachers' support through tools and methodologies that help them enhance the awareness on migration in their work and/or facilitate cross-cultural understanding:

The last SDG 4 means of implementation is 4.C Teachers, which intends to substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States;

- (j) Equity to promote inclusion, gender equality and inclusiveness of the most vulnerable:

Relates to Target 4.5, which aims at eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

EDUCATION AND MIGRATION

IOM CURRENT ACTIVITIES



International Organization for Migration (IOM)

The UN Migration Agency

IOM sees education and training activities as a component of larger programming that looks at **integration, reintegration, stabilization and social cohesion** of migrants and communities. While considered as essential part of its programmatic approach, there are however different approaches to education and training depending on the type of migrant, departmental approach, field office expertise and funding support.

Access to Basic Rights

IOM works with governments and partners to ensure that basic rights of migrants, particularly access to education are provided. Whether in Camps, Transit Centres, countries of destination or returnees IOM provides access to available schools, ensure registration and -when required- provides the means to learn the local language.



Skills for Jobs

Skills for Work is seen as a comprehensive approach to build capacities and skills for migrants and all related stakeholders. Capacity building activities involving partners, civil society or even IOM staff are included to ensure protection and improved support to migrants and societies.



Vocational Training and Livelihood

Vocational Training, Livelihoods and Business Development have been standard tools utilized by IOM for migrant integration since its origins. The methodology varies depending on the type of migrant, policy and funds available. During transition and recovery, these activities have wider objectives such as stabilization, durable solutions, contribute to transition and peacebuilding, or even reduce disaster and strengthen resilience. As part of Labour schemes the VET curricula contributes to better prepare migrants to foreign labour market.



Sustainable Development and Global Citizenship

IOM works through information and education campaigns to promote awareness on migration and its risks if sought through irregular means. It also works with youth at risk and other vulnerable groups as well as communities to promote social cohesion, prevent radicalization and contribute to a culture of peace and non-violence.



Migrant Training

IOM provides specific training for various categories of migrants at the request of governments. This may include refugees accepted for resettlement in third countries migrant workers, including skilled and non-skilled labour migrants, immigrants and family members. Other ad-hoc trainings and less systematized include vulnerable and groups at risk, returnees, internally displaced populations and host communities.



University and Research

IOM works with Universities, Research Institutes and academia in general pursuing several objectives: (1) exchange of practices and knowledge as think tanks; (2) major publisher of migration research and analysis; (3) include migration issues in conferences, summer programmes, Bachelor and Master Degrees; (4) provide on-the-job training and internship to students as well as facilitating temporary return of highly skilled migrants to universities as mentors, lecturers, etc; (5) involvement and cooperation with local institutions into programme management, monitoring and evaluation.



School Rehabilitation

Recognizing the importance of equitable and continued access to basic services, IOM undertakes the restoration of local infrastructure and services such as schools and the provision of appropriate equipment and supplies to enable access to existing facilities for vulnerable families and hosting communities.



Teachers

While specific assistance to teachers is provided on ad-hoc basis, only the migrant training programme for refugee resettlement, migrant workers and families, maintains a specific "cross-cultural" approach towards "facilitators".



Scholarships

IOM provides support to students traveling abroad in various manners: facilitating their student visa applications, providing reduced tariffs and economic airline tickets, support in transit or when stranded between countries, travel and pre-departure orientation, etc. IOM also provides with specific scholarships through agreements with Universities and facilitates students exchange programmes as well as internships within the Organization. Data analysis on international student's mobility is also provided through national and international fora.



Equity

IOM is committed to gender equity and equality in planning and implementation of projects and ensures gender mainstreaming throughout the project cycle. Inclusive approach dominates the programmes with special attention to most vulnerable and at-risk groups.

5. Analysis of programmatic areas

5.1 Ensure access to education as a basic fundamental right (access, transport, enrolment)

Ensuring that migrant children and youngsters can fulfil their right to education is one of the key activities that IOM carries out in humanitarian contexts, countries of transit and destination.

IOM work in this area is set primarily in the framework of the Convention on the Rights of the Child and other international legal instruments. IOM commits to six key areas of intervention: (a) non-discrimination; (b) best interest of the child; (c) child immigration detention; (d) child protection; (e) access to services; and (f) sustainable solutions.⁷

➔ Under humanitarian contexts, whether in camps, collective centres or home, often after a natural disaster or conflict, children are left to support their families, driving them out of the school system and depriving them of future possibilities. In these contexts, and in coordination with the Education Cluster and host governments, IOM ensures that their right to education is fulfilled, either by providing access, transportation, ensuring enrolment in local schools or paying the school fees. When schools are used as collective centres, IOM coordinates with governments and the Education Cluster to provide children with alternative spaces. At times, the Education Cluster set schools in camps, with the additional challenge of having to find teachers adequate to the public school curricula. More often than not, teachers are selected among the adult residents in the camp. Standard curricula for schools are not always possible to apply under these circumstances; however, the schools in camps are considered as a last resort and only for short periods of time.

Turkey, the Democratic Republic of the Congo and Greece are examples of how IOM ensures children can fulfil their basic rights.

- (a) Since 2014, IOM has provided school transportation for Syrian children living outside of camps in Turkey, to ease their access to education. The school transportation project has been implemented with support from multi-donors, and in cooperation with the Government of Turkey, including the Ministry of National Education and the Prime Ministry Disaster and Emergency Management Presidency.
- (b) In the Democratic Republic of the Congo, IOM coordinates the management of 13 camps and pays for the enrolment of children into the public school. Formal and informal education is provided to children and adolescents as well as technical and vocational training for young adults. The amount comprises school fees, insurance, sitting fees for exams, and other issues.
- (c) In the framework of the emergency response in Greece, IOM assists the Government of Greece with the provision of educational services to children (6–18 years old) currently stranded in the country. IOM supports the transportation of children from their camps to the school of the region, and provides assistance to human resources responsible for their education. It thus ensures that all migrants and refugees below 18 years old have direct and easy access to educational services.

⁷ Approach described under Assistance to Vulnerable Migrants.

In cases of long-term displacement, alternatives are developed as in Colombia or Costa Rica, where schools were used with a holistic approach as space for social co-existence.

- (a) The Open Doors School Strategy is a methodology developed by IOM Colombia from 2003 to 2008 to engage children, youngsters, adults, families and host communities. The strategy not only provided conventional education to children during regular time, but also alternatives for vocational training, space for family co-existence and citizen participation.
- (b) After Hurricane Mitch in 1999, IOM provided technical support to the Government of Costa Rica to establish a programme to improve access to quality basic education in selected communities strongly affected by Mitch-related Nicaraguan migration. This programme's activities included the construction and rehabilitation of education infrastructure; the development of specialized teaching material and texts for migrant children and their special educational needs; in-service training for teachers and school administrators to help them address the pedagogic, health and socialization issues of migrant children; and the strengthening of adult literacy programmes that also incorporate health and civic education themes and intervention at the education level to address the problems specifically linked to migration and the integration of needy migrant populations.

→ In countries defined as “in transition”, IOM provides different alternatives to schooling. When the language allows it, children are supported to attend public schools; otherwise, the assistance envisages home schooling and schools in transit centres. IOM provides language training so that children can enrol in public school and follow the national curricula during the time waiting for resettlement or return.

Indonesia is an example where asylum seekers remain for long-term periods while their refugee status is being assessed.

In coordination with the office of the United Nations High Commissioner for Refugees (UNHCR) and UNICEF, IOM provides the possibility for children in detention centres to participate in the national public schools when the language allows it, and otherwise provides alternative curricula for home schooling in the accommodation centres. The curricula include English, math, science and Indonesian. Among the many challenges, there is the refusal of parents to go to a national public school, as it is seen as if they were to remain longer in the country, and the fact that many of these children have never been to a school before due to the conditions of the country of origin or the period since their family initiated the journey.

→ Unaccompanied migrant children are among the most vulnerable groups that require protection at the national level. Migrant children have specific vulnerabilities stemming from their limited life experience as well as physical vulnerabilities. IOM's advocacy role is to ensure these children are granted the assistance required and offer the possibility to participate in either formal or informal education and/or livelihood activities. Informal education for youngsters may include individual monitoring, improved life skills and psychosocial support.

IOM works at the regional and national level with projects and initiatives to address the reintegration of migrant children and to tackle the push and pull factors that might trigger successive displacement and/or multiple migratory movements. Figures show that 1 in every 70 children lives outside his/her country of origin, for a total of 31 million children. Only 200,000 unaccompanied and separated migrant children were registered in 2017, from around 80 countries.

- (a) A Flow Monitoring Survey conducted in 2016 and 2017 along the Central Mediterranean Route and the Eastern Mediterranean Route analysed the responses of approximately 11,000 migrant and refugee adolescents (14–17 years old) and youths (18–24 years old). Among the key findings are that adolescents and youths with more education are at somewhat lower risk of trafficking and exploitation.

- (b) IOM works with stakeholders to help undocumented Myanmar Muslim children overcome barriers and have a chance at a brighter future. Access to education plays a key role in reducing their vulnerabilities. An education support fund was established for vulnerable families in Thailand, where Myanmar Muslims from Rakhine State and Thais have lower levels of educational attainment due to financial barriers.

➔ In countries where one or both parents leave the country looking for work opportunities, their children are often left behind under the guardianship of grandparents or extended families who cannot always guarantee adequate support, leaving these children at risk of dropping out of school. Migration alters the structure of the family and children left behind, who are the most affected due to their vulnerability. Concerns remain around “their social, educational, behavioural and psychological development” (IOM, 2012c). Left-behind children are also vulnerable to human trafficking and labour exploitation.

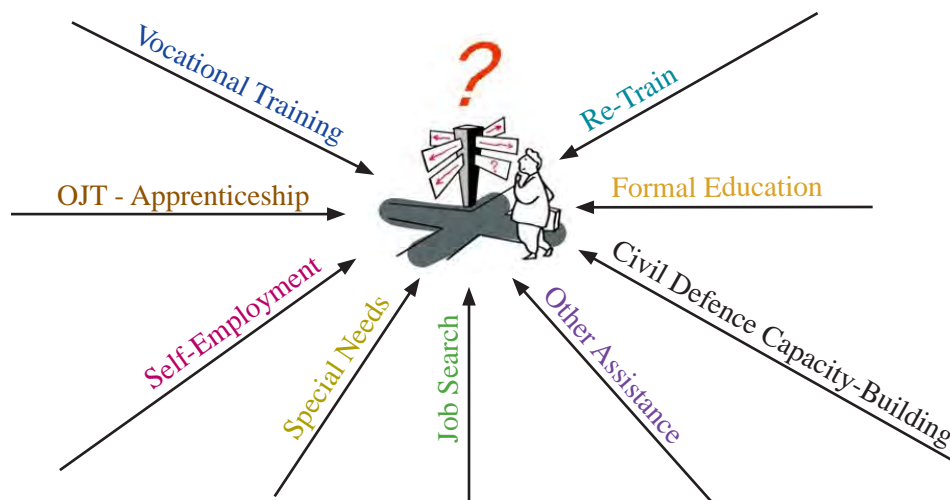
On the other hand, it has also been found that, apart from financial gains associated with migration, the exposure to new cultures and education by one or both parents provides greater awareness on children’s right to education, and this can ultimately foster access to better education for the children left behind (Aghazarm et al., 2011).

Ukraine, the Republic of Moldova and Bangladesh are some examples of how IOM works with migrants, families and governments to ensure the well-being of children left behind, and overall provide alternatives to avoid dropping out of school.

- (a) IOM has developed psychosocial modules for teachers in order to strengthen their educational skills in dealing with children left behind by proposing creative laboratories and sports activities for classes in Ukraine. Meanwhile, IOM Italy is working on a project to reduce the distance between Ukrainian mothers and their children by training mothers to use IT communication tools such as Skype.
- (b) According to an IOM study in Bangladesh, children of migrants benefited by being able to access private schooling, which has a positive effect not only by providing access, but also higher quality of education. Greater and enhanced education provides lifelong opportunities to advance in both educational and vocational professions.
- (c) The departure of one or more family members can also lead to reverse effects, given the absence in the family to help support the household. This can be seen in the case of rural households in China, where young girls are more likely than their brothers to be pulled out of school and drop out in order to help their mothers (IOM, 2009a).
- (d) Under the 2010–2011 National Action Plan of the Republic of Moldova on the protection of children left without parental care, a partnership was created among the Ministry of Labour, Social Protection and Family, Czech Development Agency, UN Fund for Population, the State University of the Republic of Moldova and IOM to build a comprehensive body of research to help create meaningful policies addressing the issues of left-behind children, families and the elderly.
- (e) In Argentina, IOM works to prevent and eradicate child labour among migrant families, especially those who must resort to waste recovery and recycling to survive. The project covers two shantytowns in Buenos Aires and seeks to improve income in migrant families through the provision of microcredit projects, as well as promote and strengthen children’s rights within the family and the community, while ensuring the enrolment and attendance of children in school.
- (f) In Norway, IOM works with the government on a transitional high school in Oslo that hosts 500 refugees. This high school helps adolescents from 12 different nationalities engage in their new habitat with the support of teachers to overcome the initial cultural shock. Teachers have already been briefed and /or maintain a cross-cultural approach due to their origin.

5.2 Vocational training and livelihood

Vocational training, livelihood and business development have been standard tools utilized by IOM for integration since its origin. All programmes, no matter the type of migration, one way or another uses a vocational training approach to help in the adequate integration on migrants.



Information, Council and Referral Services is a methodology initially conceived in Mozambique (1994) and further developed in UNSC resolution 1244-administered Kosovo⁸ (2000–2004) to reintegrate former combatants. This methodology, whether under this or different names, is also utilized for the integration of displaced population in transition and recovery contexts.

- ➔ The methodologies used for reintegration of forced displacement consider the approach to “livelihoods and employment as contributors to wider objectives associated with resolving displacement and reducing risks of future displacement, addressing instability, countering violent extremism, fostering resilience to shocks and stressors, including sudden and slow-onset disaster, supporting recovery and laying the foundations for peace and sustainable development. As such, in these settings, beneficiaries of livelihoods activities may include displaced populations and returnees, former combatants, affected communities and marginalized groups, amongst others” (IOM, 2017y).

Livelihood and vocational training approaches build on existing skills and capacities or support new skills development. When conducted strategically, based on a sound market analysis, labour market access and needs early action can promote self-reliance and begin to lay the foundations for future stability. Particularly in areas of high unemployment, IOM seeks to ensure the inclusion of those directly and indirectly affected by displacement to mitigate potential tensions. Livelihood diversification is also employed to strengthen resilience and reduce future risk.

- (a) Access to existing employment promotion schemes and opportunities, such as some 1,500 internally displaced persons’ access to government-operated vocational education and training centres in Georgia, can enhance the economic integration of displaced persons and improve livelihood prospects.
- (b) In Kosovo/UNSC 1244, IOM supported the formalization of the School of Civil Protection as a way to generate socioeconomic reintegration.

⁸ Hereinafter referred to as Kosovo/UNSC 1244.

- (c) With competition over limited resources in a fragile environment the primary cause of tensions between Malian refugees and the host population in Mauritania, IOM focuses on supporting livelihood diversification and mitigating negative impacts on the environment.
 - (d) IOM supported efforts to reintegrate expelled migrants into communities of origin in Burundi by establishing associations composed of representatives of communities and returnees, supporting identified livelihood activities, and sensitizing associations to credit and loan approaches.
 - (e) Recognizing the central role of livelihoods in fostering self-reliance, and drawing on prior experience of income-generating support programming in Indonesia, IOM identified and supported home-based microenterprises, providing business and tailored technical training assistance, as well as facilitating access to diverse markets and potential clients.
 - (f) To address the lack of employment opportunities for internally displaced persons in Ukraine, IOM and its partners conducted business and self-employment training sessions for internally displaced persons, supporting the beneficiaries in developing their own business plans and facilitating the implementation of these plans through the provision of small grants, business support and mentoring by local experts. Particular emphasis is placed on microenterprises, which benefited the entire community through the creation of access to new services and job opportunities. This contributed to reducing growing tensions between internally displaced persons and host communities by creating economic dividends for all.
 - (g) IOM promotes livelihood opportunities and the socioeconomic self-reliance of Rohingyas, other marginalized Myanmar Muslims and vulnerable Thais in communities in Mae Sot, Tak Province in Thailand.
- ➔ Displaced populations, migrants and forced returnees are often in similar situations. However, integration options may be flexible, depending on the type of assistance a supporting government.
- (a) Forced returnees may not be keen on carrying out this type of activity (actually, only 1% of returnees participate in vocational training activities) and would prefer to take the financial assistance granted by the sending government.
 - (b) In transition contexts, livelihood activities can vary from cash for work, to self-employment (start-up capital/kits), to vocational training, business establishment/expansion grants, on-the-job training and job placement or even community infrastructure.
 - (c) In countries of destination, assistance to migrants varies depending on the country. Some may receive training and support prior to departure, others only language training and cultural orientation. Vocational training may only appear under labour migration schemes as per governments' request.
- ➔ Displaced and marginalized groups may face a range of barriers to access paid employment, often related to exclusive policies and practices, including discrimination. IOM supports efforts to match individuals with job opportunities in 18 countries, including supporting job placements and facilitating access to existing job services and labour markets. IOM may work with potential employers, raising awareness of rights and responsibilities, supporting mentoring initiatives or covering costs of initial employment to be taken over by employers after an agreed time frame.

Return of victims of trafficking carries inherent security risks that must be identified, assessed and mitigated. IOM also works to ensure that a beneficiary's return is sustainable, and provides case-specific reintegration support for every trafficked migrant who chooses to return home. IOM research has shown that reintegration assistance significantly reduces the risks of re-trafficking. Community-based assistance covers from establishing cooperatives, to assessing vocational opportunities based on the needs of the community.

- ➔ IOM training activities, largely conducted in collaboration with partners, include:
 - (a) Life skills and basic education – including core work skills, such as basic literacy and numeracy, as well as social and professional skills, such as rights and responsibilities, money management, conflict resolution, interview skills, language training and conflict mitigation.
 - (b) Vocational training – oriented to enhancing skills for a specific craft or sector, such as livestock or agricultural management, and may including apprenticeships for practical experience and potential future employment. Vocational trainers may be certified by relevant state structures.
 - (c) Entrepreneurship training – including a range of local market analysis, business planning, marketing, bookkeeping and accounting practices, product development, etc.
- ➔ IOM provides a range of technical support to individuals, groups, cooperatives and local authorities covering a range of sectors that includes agricultural (crop diversification and adaptation), livestock (livestock breeding and restocking, animal welfare and vaccination, development of pasture for livestock), fisheries (rehabilitation of fish farms, provision of improved fish varieties, development of associated ecotourism), access to extension services (relinking extension services to communities, equipping local services), cash or in-kind support (assets, initial supplies, rental support, etc.) and access to financial services (formal and informal inclusion, for loans, savings and/or insurance products).

IOM's response in Timor-Leste has been to work with at-risk communities to provide farming alternatives in the face of recurrent, localized disasters. To date, locals in 12 villages in five districts have been supported to establish keyhole gardens, so they can plant and harvest vegetables no matter what the climate throws at them. Farmers have applied their newly acquired skills to establish and maintain individual garden plots, producing fresh vegetables for family consumption and improving nutrition, particularly among young children. Farmers have also been able to supplement household income by selling produce grown at the local market and gaining up to USD 8 per plot, per monthly harvest.
- ➔ Livelihoods initiatives should be linked to an overarching theory of change, implemented in partnership with other actors, including through established referral pathways – not only in relation to income/subsistence, but also in the context in which people live and how they relate to each other. Individual and community livelihood activities can be a useful approach for engaging marginalized groups, with livelihoods activities a possible entry point to promote more inclusive societies.
 - (a) In Egypt, high unemployment rates and lack of prospects create a strong aspiration for Egyptian youths, often encouraged by parents, to emigrate. In 2009, the Governments of Egypt and Italy signed an agreement with IOM to provide livelihood alternatives for Egyptian youths residing in areas affected by high rates of unemployment and irregular migration. The project aimed at creating new education and training opportunities to enhance their employability in Egypt and abroad, through the renovation and upgrade of the Advanced Tourism School of Fayoum and the activation of orientation services. Some of the students could also go to Italy for internships and almost 100 per cent of the students have found a job in the tourism industry in Egypt (see www.youtube.com/watch?v=NbuC-LIR-w8&t=2s).
 - (b) In Kyrgyzstan, the Organization has carried out a project to contribute to the development of the vocational education and training management system (VET), through applying good practices on strategic management and pilot testing newly developed training curricula required by domestic and foreign labour markets. The main outcome of this project is the enhancement of VET capacity in providing market-oriented vocational education and

training following standards recommended within the Torino Process.⁹ IOM advocates an improved VET system as one of the tools to promote migrant workers' rights protection, organized labour migration and the improvement of the VET system. IOM is also pilot-testing the curricula of the new occupations which aim at creating certain capacity within the pilot schools to further introduce the curricula into the regular programme of the vocational schools.

- (c) In Niger, IOM has developed a strategy to develop individual and community-based initiatives to foster integration and reintegration of migrants and potential migrants. Through vocational training, it combines migrants from the transit centre (mainly from neighbouring countries but also Nigerians forced to return) and members of the host community. Most migrants left their countries of origin due to the lack of employment opportunities and perspectives, and they easily engage in learning activities. IOM Niger seeks the socioeconomic well-being of migrants and society as a whole and therefore continues to strengthen technical skills and support local enterprises.
- (d) In Myanmar, IOM provides local vocational training implemented in three-month basic-level training courses aimed at improving skills, employability and, potentially, income for women and men from disadvantaged communities. In addition to the technical skills, during each of the 12 weeks training, the local vocational training provides life skills training that includes topics such as job application and CV writing, healthy living, personal development, basics of business management, gender in the workplace and safe migration. Local vocational training also organizes employment support for graduates, by giving advice on job search and by bringing employers to the training venue to discuss employment options. Local vocational training courses related to government departments are also consulted to facilitate employment for graduates.
- (e) In Afghanistan, IOM carries out several activities to assist returnees and prevent further migration. Returnees' livelihoods are aided through individual, community and structural level support on reintegration. Both returnees and communities are the central part of development to ensure sustainable and durable solutions.
- (f) Livelihood support is also included in the Kenyan Information Counselling and Referral Service project focusing on working with the community to prevent violent extremism or radicalization under the programme for Human Security and Stabilization. The project follows the ICRS methodology, mapping existing service providers for training and livelihood assistance and promoting livelihoods through training, job placement, business creation and expansion. The programme targets mainly unemployed nationals, members of at-risk groups, underemployed and returnees, or individuals who were recruited by being forced into disparate local groups (mainly Afghans, Iraqis and Somalis).

⁹ The Torino Process is a participatory process, embedding vocational education and training within the socioeconomic context, leading to an evidence-based analysis of VET policies in a given country (European Training Foundation, 2012).

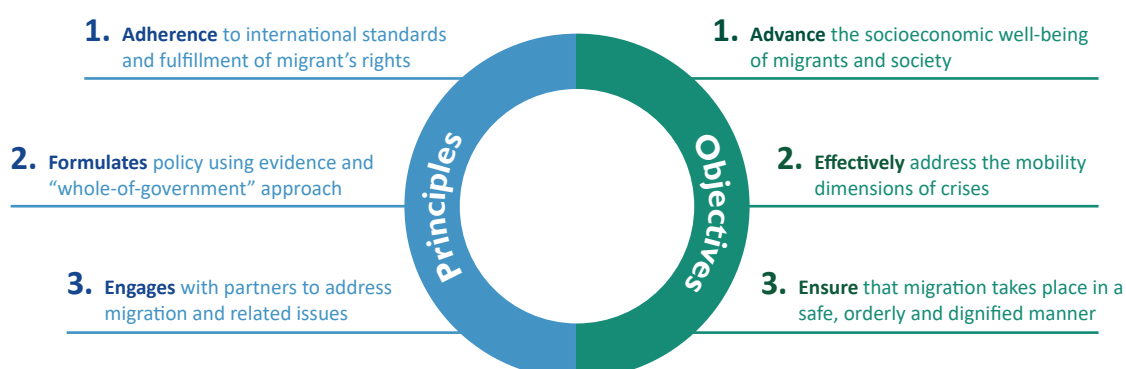
5.3 Skills for work

IOM's Migration Governance Framework (MiGOF)



Skills for work are seen as a comprehensive path to build capacities and skills for migrants and all relevant stakeholders. Capacity-building activities involving governments, partners, civil society and even IOM staff are included in the context to ensure protection and that adequate support is provided to the migrants in need. Likewise, specific skills transfer, market analysis and labour schemes are the key activities targeting some migrants. Activities look at solutions for brain drain or promoting brain gain, building qualified professionals to ensure successful labour mobility. It is all considered as part of skills for work activities.

Migration is a complex and broad field of work. As such, there is no single convention or framework that presents a comprehensive, concise and practical approach to migration governance. IOM's Migration Governance Framework sets out a structure in which States and IOM can work together to address migration issues. The framework presents the ideal version of migration governance, to which States can aspire, and for which IOM can provide support and assistance. It offers a concise view of an ideal approach that allows a State to determine what it might need to govern migration well and in a way that fits its circumstances.



Migration Governance Framework is used to guide IOM's work in capacity-building, providing policy advice and developing specific programmes. This includes training, tools and assessment models. The Framework is used to facilitate planning and reporting on how IOM contributes to migration governance, with a focus on results that are measurable and concrete. It is comprised of three principles and three objectives.¹⁰

➔ Under this framework, IOM works to empower governments and provide the best conditions for development of migrants and societies, ensuring that migration brings benefits to all. It is in this perspective that the Organization aims at providing a sustainable approach involving partners, stakeholders and staff themselves.

(a) Building internal capacity requires understanding the project management cycle and all potential requirements under the Organization Effectiveness Framework (IOM, 2017d) to maintain a principled, accountable and transparent approach ensuring all its members are aware of the humanitarian principles, gender equality and rights-based approach. The Organization develops and applies appropriate policies to guide its internal and external operations and manage its human and financial resources in line with these policies.

(b) In humanitarian contexts, IOM as global and local coordinator fulfils its responsibilities working with government, partners and stakeholders providing trainings in all related camp coordination and camp management activities and shelter management. IOM co-chairs the inter-agency working group on Gender-Based Violence, working on building awareness in camps, preventing risks and protecting camp residents from sexual exploitation and abuse. Likewise, IOM works closely with the Education Cluster and Child Protection actors to develop standard operating procedures on data collection for the Displacement Tracking Matrix (DTM) building capacity at the operational level for use in regional and country-level operations. Training materials and tools are integrated into trainings for DTM, and Education and Child Protection actors to support the roll-out and implementation of operations on the ground. Finally, specific trainings to camp residents and hosting communities include hygiene promotion, shelter awareness and preparedness, among others. IOM methodology includes accountability to affected population, engaging communities with feedback mechanisms for the provision and access to services while working towards durable solutions, organizing relocation, supporting the rehabilitation and reopening of schools' facilities, etc.

➔ IOM works with partners to reduce the risks and support proactive responses from various the sectors/actors concerned.

Building the capacity of government and consulates so that they are able to deal with their nationals in a moment of crisis is also an aspect of IOM capacity-building. Migrants in Countries in Crisis (MICIC) provides e-learning and a non-binding guideline to protect migrants in countries experiencing conflict or natural disasters. This includes training of trainers (ToT), distribution of tools, vulnerability and risk analysis, as well as migration profiles and training through national universities to provide local cascade. MICIC e-learning is already available in eight languages, providing modular courses for consular staff (<https://micicinitiative.iom.int/>).

10 The three **principles** propose the necessary conditions for migration to be well-managed by creating a more effective environment for maximized results for migration to be beneficial to all. These represent the means through which a State will ensure that the systemic requirements for good migration governance are in place. The three **objectives** are specific and do not require any further conventions, laws or practices than the ones that are already existing. Taken together, these objectives ensure that migration is governed in an integrated and holistic way, responding to the need to consider mobile categories of people and address their needs for assistance in the event of an emergency, building the resilience of individuals and communities, as well as ensuring opportunities for the economic and social health of the State (https://publications.iom.int/fr/system/files/migof_brochure_en.pdf).

- ➔ IOM collaborates with national governments and other stakeholders on programmes that promote effective management of health worker migration, health systems capacity-building in countries of origin and skills/knowledge transfer from the diaspora, thus contributing to health systems strengthening around the world (IOM, 2017ee). This also includes capacity-building for local and national authorities for community-based health activities and psychosocial support.

IOM's Migration for Development in Africa is an ongoing capacity-building programme that helps mobilize competencies acquired by African nationals abroad for the benefit of Africa's development. The Migration for Development in Africa Somalia Project (2015–2019) contributes to the ongoing process of stabilization and State-building in Somalia by developing the capacities of key government institutions and mobilizing the Somali diaspora. The project includes a component to improve the capacity of the public sector health institutions to provide quality care to vulnerable groups and promote health sector employment opportunities for Somali youths.

- ➔ IOM provides capacity-building to government officials (particularly Ministry of Foreign Affairs staff) and civil society on safe and regular migration, trafficking, smuggling and the risks of irregular migration.
 - (a) This includes the training of Ministry of Foreign Affairs officials, specifically labour attachés, in Dhaka, Bangladesh, whereby IOM paid for the officials to return to Dhaka and conduct a training on safe and regular migration, definition of trafficking and irregular migration, outreach to diaspora, ethical recruitment, International Labour Organization (ILO) work standards, among others.
 - (b) Training on migration management certificate course for Journalist in Colombia, Bangladesh or Burundi among others is also done.
- ➔ IOM Immigration and Border Management's (IBM's) capacity-building activities do not have direct links to migrants; however, they contribute to increasing the capacity of government officials, police and border technical experts that deal with migration, thereby benefiting migrants in the long run.

There are three level of training: (i) to those dealing directly with migrants at border posts or airports; (ii) training to supervisors; and (iii) training to policymakers that include study visits, advanced training and peer-to-peer knowledge exchange. Additional ToTs contribute to the sustainability of these trainings within the country assisted.

- ➔ Knowledge platforms and e-learning are other practices to bring and share knowledge on migration issues, internally and among key stakeholders.
 - (a) Online courses, ToT materials, manuals and guidelines are part of the *Plataforma de Aprendizaje sobre Migraciones*, which serve the Regional Office of Costa Rica for all its Field Offices. Trainings target IOM staff, government officials and non-governmental organizations (NGOs) (<http://plataformadeaprendizaje.iom.int>). The Regional Office considers it one of their key responsibilities to leverage knowledge internally, but also to build the capacity of key stakeholders in a transparent manner.
 - (b) Another practice of the region is the creation of an internal knowledge platform to share practices and materials that can be replicated, whereas staff can use and tailor the methodologies to the needs of the country.
 - (c) The MigrantApp was developed as part of IOM's Mesoamerica Programme, financed by the Bureau of Population, Refugees and Migration of the Department of State of the United States of America. The objective of the programme is to strengthen the capacities of governments and civil society organizations to improve the protection of and assistance to migrants in situations of vulnerability.

- ➔ IOM participates in inter-agency Communities of Practice (CoPs), with the aim of sharing knowledge and strengthening collaboration. These CoPs contribute to establishing common parameters and distributing tasks, while establishing strategic partnerships, helping develop target coordinated strategies and strengthening the capacities of its members.
 - (a) IOM is an active member of the CoP for Eastern Africa, with a focus on SDG 4. IOM Kenya plays an active role sharing reintegration experiences in the region.
 - (b) In 2011, IOM's Member States focused on the need to develop capacity on Migration, Environment and Climate Change, and three main areas were identified: (i) building knowledge and improving data collection; (ii) strengthening policy, institutional, administrative and legal frameworks; and (iii) reinforcing operational and technical capacities. The Training Manual (Facilitators' Guide) provides an in-depth overview on the concepts of the migration-environment and a step-by-step road map on how to integrate human mobility into policies, including climate change adaptation policies. The Training Manual was developed through a process of collaboration with the Migration, Environment and Climate Change: Evidence for Policy (MECLEP) partners,¹¹ experts and policymakers, and has been pilot tested in seven countries before its release. The training manual enhances the capacity of policymakers to contribute to key policy processes, in particular the climate negotiations and national and regional disaster risk reduction and climate policies; and contribute through sharing this knowledge and training sessions also to more practical on-the-ground activities addressing the migration-environment nexus (IOM, 2016c).
- ➔ Likewise, IOM has supported the development of knowledge centres that allow the sharing and training on migration issues.
 - (a) IOM created a Global Migration Data Analysis Centre (GMDAC), located in Berlin, Germany. GMDAC is a global hub for data and statistics on migration that aims to promote the sharing, understanding and use of international migration data; enhance IOM's efforts to build the data capacities of Member States and observers; and provide timely data and fact-based analysis on global migration trends and policies (<http://iomgmdac.org/>). Other IOM stand-alone data sources include the Displacement Tracking Matrix (DTM) for Humanitarian Situations (since 2004), the Migration Profiles, Data on Resettlement, Global Data on Missing Migrants, and Migration and Environment (IOM, 2017i:18–19).
 - (b) Migrant Resource Centres (MRCs) and other similar facilities in both countries of origin and destination have existed since the 1970s and have been developed by IOM in coordination with governments, NGOs and intergovernmental organizations. MRCs are meant to be a “one-stop shop” for information and services for migrants in both source and host countries. They provide training that builds the capacity of migrants and migrant organizations to plan and undertake self-directed, managed interventions for country-of-origin development. They can also assist migrants in their job searches by helping migrants to find work that empowers them to develop their personal skills (IOM, 2010b). To mention a few MRCs:
 - (i) Information and Resource Centre for Labour Migrants in Tajikistan;
 - (ii) MCDEM in the Democratic Republic of the Congo;
 - (iii) Overseas Workers Resource Centres in the Philippines;
 - (iv) Migration Information Centre in Slovakia;

11 Migration, Environment and Climate Change: Evidence for Policy (MECLEP), available from www.environmentalmigration.iom.int/migration-environment-and-climate-change-evidence-policy-meclep.

- (v) Migration Information Centre in Croatia;
 - (vi) Migrant Services Centre in Sri Lanka;
 - (vii) Migration Resource Centre in the Federated States of Micronesia;
 - (viii) *Centro Nacional de Apoio ao Imigrante* (National Immigrant Support Centre) in Portugal;
 - (ix) Caritas Lebanon Migrant Centre in Lebanon;
 - (x) Spectrum Migrant Resource Centre in Australia;
 - (xi) *Centro de Información y Atención sobre Migración Internacional* in Colombia;
 - (xii) Migration Research and Information Centre in Khartoum, Sudan.
- (c) IOM's African Capacity-Building Centre (ACBC) is hosted by the Tanzania Regional Immigration Training Academy in Moshi, United Republic of Tanzania. This centre delivers training and capacity-building courses tailored to countries' specific needs across a defined range of thematic areas that may include e-passports, document examination and electronic border management systems. The Centre also ran a number of training courses on countering migrant smuggling, counter-trafficking and the identification of and provision of assistance to vulnerable migrants.
- (d) Republic of Korea Migration Research and Training Centre (MRTC – Republic of Korea) a hybrid of IOM and the Government of the Republic of Korea with local legal sponsorship from the Ministry of Justice, the MRTC is a research centre that carries out migration-related surveys, research, advisory services and information exchange on migration policies and States' legislation. It conducts social integration programmes and educational training, and provides training to specialists on international and national migration laws and policies. The MRTC seeks to enhance international exchange and cooperation programmes as well as international conferences on migration policy and legislation, and it cooperates in activities to support other institutes and their research on migration policy. The Centre also works on publishing research papers, periodicals, reports and other professional documents; and it engages in other activities in cooperation with governments, international organizations, academia, civil society organizations and other relevant bodies. While established by the Republic of Korea and IOM with an initial focus primarily on Republic of Korea migration issues, the Centre is intended to expand within the Near-Asia region and the extended Asia/Pacific region, and to include productive relations and cooperative work with relevant European and other institutes and relevant bodies.¹²

Note: Skills for work and related trainings to migrants are compiled under migrant training activities.

¹² Republic of Korea Migration Research and Training Centre (MRTC) Nature, Objectives and Functions.

5.4 Migrant training

Since the early 1950s, IOM has been providing training at the request of governments, for various categories of migrants, including refugees accepted for resettlement in a third country. During the last two decades, IOM has widened its scope by offering training to migrant workers, including skilled and non-skilled labour migrants, and immigrants and their family members.¹³

- ➔ The provision of migrant training covers aspects such as pre-employment orientation, cultural orientation, language training, and/or technical/vocational training. It is thought to help reduce anxiety on the part of refugees and migrants by providing a more realistic picture of what awaits them. Training also provides them with the coping skills to deal with the unfamiliar, and at the same time helps shape positive attitudes towards life in their new society. Migrant training also provides an opportunity to establish links between the country of origin and that of destination, as well as an opportunity for the receiving community to learn more about the culture and profile of new arrivals.

IOM's presence, as of May 2017, in 401 offices in 166 countries, allows for an integration continuum that links pre- and post-arrival activities for maximum effectiveness. Lessons learned from the past have proven that pre-departure orientation programmes provide a win-win approach towards the reintegration of refugees as they facilitate the knowledge and understanding of the country they are to be resettled and help reduce dependency upon arrival.

The Norwegian Cultural Orientation Programme started in 2003, soon after the IOM office was opened in Oslo. Without being one of the oldest programmes, it has become an internal good practice due to its uniqueness. The programme has two main components: (i) providing information about Norway to refugees who are going to be resettled; and (ii) providing information about the refugees to Norwegian municipality workers (including why they are refugees, what are the challenges to a potential integration, what is the situation in their country of origin, languages, religion, culture, etc.). This approach helps establish a two-way relationship and it has received only positive feedback from both external evaluations as well as the migrants and hosting communities. Another key aspect of the programme is the assistance of facilitators with a cross-cultural approach and the constant feedback requested to migrants and municipality members who participate in the awareness sessions. The assistance to local municipalities has increased due to the number of requests received. Trainings to refugees prior to departure are limited to five days, but it helps establish a relationship with future facilitators. Trainings to refugees include soft-skills development, rights and responsibilities as migrants. Upon arrival, refugees receive a contact e-mail address where they can always approach and request more support or information if required.

Key issues include the following:

- (a) Feedback mechanisms;
 - (b) Bi-cultural and cross-cultural training: trainers with background in both cultures; and
 - (c) Awareness-raising to the hosting communities.
- ➔ IOM's training methodology recognizes an interactive, learner-centred approach while also taking into account different learning styles. The primary goal of any training is to encourage participation, and to strive to empower participants through creating meaningful and experiential learning opportunities. Providing an atmosphere of inclusion, in which all participants are encouraged to actively take part, results in fostering a greater sense of belonging. Experiential and participatory trainings are seen as the most effective approaches, focusing on skills and

13 Migrant Training Info Sheet.

attitudes rather than simply on information. Providing ample opportunities for learners to express themselves is key to the learning process.

Canadian Orientation Abroad (COA) (IOM, 2015g:40–42) helps improve immigrants' preparedness, so they can reach their economic potential in Canada as rapidly as possible and facilitate appropriate employment and informed settlement decisions. IOM has been implementing pre-departure orientation programmes for refugees and immigrants bound to Canada since the early 1990s. With the support of the Government of Canada, IOM provided the LINC – Language Instruction for Newcomers to Canada – a project that mixed pre-departure orientation sessions with language acquisition classes (English and French) to over 20,000 refugees from 1990 to 1998. In November 1998, IOM was selected as the partner of choice to implement the COA programme. Since its inception, COA has provided pre-departure support to over 230,000 eligible clients preparing for their move to Canada, including refugees, economic immigrants, family class immigrants and (exceptionally) caregivers in the Philippines. Over the years, COA has increased its capacity and demonstrated its flexibility in providing training under different and challenging circumstances. Today, COA operates 20 permanent training sites, delivering orientation and pre-arrival specialized services in more than 35 countries and 50 locations every year. Building on IOM's extensive global footprint, COA is dedicated to reaching eligible beneficiaries even in the most difficult or remote parts of the world.

Key issues include the following:

- (a) Under the banner of COA, and since 1998, flexibility and adaptability are central in providing pre-departure support to over 230,000 refugees and immigrants bound to Canada.
- (b) COA provides newcomers with relevant, accurate, consistent and timely pre-departure orientation and information as well as specialized pre-arrival services needed to make informed settlement decisions.
- (c) Refugees (adults and youths) receive a three-day orientation session in their mother tongue.
- (d) Refugee youths receive a one-day, youth-only, pre-departure orientation session in their mother tongue.
- (e) Refugee youths can access additional support and referral services through a partnership with YMCA of Greater Toronto, with connections with youth advisors across Canada.
- (f) The COA programme trains the following categories of immigrants: investors, skilled workers, provincial nominees, Quebec experience class, family class and refugees.
- (g) IOM has fostered greater connections with post-arrival service providers and has developed a number of strategic partnerships with Canadian stakeholders, including Colleges and Institutes Canada and YMCA Canada.
- (h) COA leverages partners' strengths through innovative models of collaboration, thereby increasing the prospects for the successful integration of refugees and immigrants bound for Canada.
- (i) Immigrants receive a one-day pre-departure orientation session on labour market integration and settlement adaptation and, as of November 2015, a personalized pre-arrival planning session as well as referrals to employment and settlement partners in Canada.
- (j) The COA training provides immigrants and refugees with accurate information about life in Canada; helps immigrants and refugees develop realistic expectations about settlement/resettlement in Canada; develops immigrants' and refugees' awareness of the skills necessary for successful adaptation, especially during their first six months of stay in Canada; and addresses migrants' concerns and questions.

- ➔ Key partnerships with the private sector have also proven to be a way to approach learning to migrants.

In Bangladesh, an agreement signed between the Government, Korean Telecom and IOM helps provide education to children and youngsters in poor, vulnerable and remote areas where, due to the country's location (islands), its people have less access to services and the area has a high migration influx of people searching for better lives. The agreement provides, among other services, language support to primary schools and IT training to youngsters:

- (i) Teaching English to about 9,000 students across 10 primary schools and two madrasas with the help of e-learning services provided by three teachers from the JAAGO Foundation in Dhaka helps students interact with their teachers in real time via digital equipment that includes cameras, projectors and a computer, in a specially designated classroom.
- (ii) A newly renovated community IT space will ensure the locals can access IT training classes to foster equitable adoption of the new technology, as well as create a space for online surfing so that residents can search for jobs or research public services. IT classes are conducted at a learning centre renovated by Korean Telecom for such purpose.

Through these initiatives, and many more, the project aims to reduce the social and economic gap between mainland and island areas, and prevent forced migration to the cities and abroad, as well as improve overall quality of lives of the targeted population.

- ➔ From the perspective of Labour Mobility and Human Development (LHD), IOM seeks not only to protect but also to empower migrants, through comprehensive support that includes migrants (workers, returnees, potential migrants), families (spouses, elderly, children) and communities (to ensure a balanced approach). In this context, skill assessment is one fundamental key to match migrants' capacities with the needs in the hosting country.

- (a) Skills profiling in Turkey for Syrians under protection (2.7 million, at the time that this report was written, with temporary status that may turn into permanent status): IOM is working with the Turkish Government to develop a policy and strategy for labour integration and skills recognition (following European Union (EU) skills profile tools) and build government capacities to use this tool to integrate migrants through on-the-job training and vocational training, to ensure they can access the labour market through the skills assessment.
- (b) The FAP (Family Assistance Programme) targets family reunification of Syrian refugees in Germany: This programme does a socioeconomic profile of the refugees' prior departure in Turkey, with the aim of understanding the level of education, work experience and languages spoken. The idea is that this information can serve upon arrival to support their reintegration with targeted assistance.

- ➔ Services for labour market and skills assessment-mapping provide a framework for sustainable reintegration of returnees and enhancement of local livelihoods. They can also serve for the identification of labour schemes with other countries. Skills and qualifications standards for migrant workers are developed with governments in countries of origin to ensure that qualifications are recognized in the country of destination.

- (a) The Filipino labour experience is probably one case study shown as a model for many other countries of origin, the Philippines being one of the countries most interested by global labour migration. The Filipino phenomenon can be attributed to strong policy support and government involvement where regulation, protection, family support and reintegration measures are defined to support the migrant worker. The Filipino success was determined

by the analysis of the labour demand and the promotion of education, and technical and vocational training, with practical competency-based assessments of knowledge and skills. The impact of migration on the economy is evidenced by the inflow of remittances, the alleviation of unemployment to some extent and other changes in the labour market. For example, the oversupply of nurses has prompted the Government to consider various programmes to mitigate the waste of human resources, to enhance the new nurses' work experience, and at the same time to meet the need for health professionals, particularly in underserved areas. With this in mind, Filipino nurses and caregivers have found work overseas in various countries, including the United States, Germany, Japan, the United Arab Emirates and Qatar. This successful experience has motivated the country to find other labour schemes that promote regular migration (IOM, 2013b).

- (b) The Skills2Work project¹⁴ is a European programme that aims to promote labour market integration of refugees by promoting the early validation of formal and informal skills and competencies. This is achieved by supporting the reception framework and capacities of relevant authorities, service providers and employers, and by enhancing access to information and services regarding the recognition of skills and qualifications of refugees.
 - (c) IOM worked in Kyrgyzstan educating migrants before their departure, to improve skills acquisition required in the labour market of the country of destination, in particular, helping develop the curricula in line with Kyrgyzstan labour needs and Russian labour needs, as 15 per cent population goes to the Russian Federation.
- ➔ IOM works to combat workplace and recruitment discrimination, not only through direct work with migrants, but also through interventions that raise the awareness of private sector employers. Programmes designed to promote social inclusion are implemented for the whole spectrum of migrant beneficiaries, including youths, unaccompanied minors, asylum seekers and resettled refugees. Educating migrant workers about their new environment contributes to reducing vulnerability.
- (a) IOM also helps companies and governments ensure that migrant workers are hired in a fair and transparent manner, consistent with ethical recruitment principles, in part through the development of industry-led codes of conduct and other self-regulatory initiatives requiring ethical recruitment practices within supply chains. One example is the International Recruitment Integrity System, a voluntary certification process for international recruitment being developed by IOM, together with a group of like-minded partners.
 - (b) Practical, online resources and training sessions with selected experts in migrant education on diversity training and second-language theory have proven to be excellent ways of addressing the specific needs of migrant children and youth. IOM also works closely with migrant leaders, including with religious leaders, through interfaith trainings designed to empower community leaders in their role to promote the process of integration.
 - (c) Pre-departure orientation and post-arrival for migrant workers under temporary labour mobility and labour standards include specific modules on access to services, social protection, contract issues, receiving assistance, etc. In Bangladesh, for example, IOM, in collaboration with the Ministry of Expatriates Welfare and Overseas Employment, has initiated the project Enhanced Skills Development and Qualification Recognition of Labour Migrants from Bangladesh. This project contributes to improving migration outcomes through a more effective skills development system for overseas employment in Bangladesh that includes a system of skills development and qualification recognition for overseas employment. The project aims at ensuring an inclusive and equitable, gender-

¹⁴ Available from www.fromskills2work.edu.

based approach to reach larger numbers of labour migrants and engage migrants to actively shape the training process of the system; and provide a coordinated approach to build closer relations with selected overseas employers to identify solutions for a more demand-driven training system, thereby providing skills development for labour migrants and enhancing international recognition of their qualifications, which creates a path to enhancing employability in international labour markets. Additionally, IOM aims to identify the impact of skills development interventions on the overseas employment process, especially in the construction sector, which is promoted by the project Masonry, Electrical Installation and Maintenance and Plumbing.

- ➔ IOM also provides a full range of services tailored to the needs of governments that aim at transferring skills and knowledge acquired by migrants abroad to their country of origin. These services include outreach, selection, matching, placement, compensation, reintegration, monitoring and evaluation activities. The focus of recent programmes has been placed on the facilitation of remittances – the private financial transfers of migrants – and the development impact they can have on communities and countries of origin.
 - (a) Currently, IOM is carrying out a study on the populations living in and returning to Ethiopia and Somalia. The study aims to provide a labour market skills assessment with an analysis of labour market demand and supply and the baseline of migrants' profile supply and demand. The idea is to connect youths, employment and migration, providing a holistic approach that actually matches the needs of the market and considers all vulnerable groups, including at-risk youths and migrants from other regions living in both countries.¹⁵
 - (b) IOM actively participates in consultative processes such as the Colombo Process¹⁶ and Abu Dhabi Dialogue¹⁷ to, inter alia, roll out pre-departure orientation and sharing of best practices.
- ➔ Likewise, utilizing the diaspora and committing to establishing links with the community of origin contribute to knowledge transfer of skills. This can also help to enable, engage and empower transnational communities as agents for development – with each area involving a range of interventions by governments and other stakeholders, supported by IOM through policy advice and programming.
 - (a) IOM facilitates diaspora engagement with an approach focused on enabling, engaging and empowering transnational communities as agents for development. This strategy contributes to the development of Sudan through the temporary return of qualified nationals, pulling the knowledge and expertise of the Sudanese diaspora to use in key socioeconomic sectors, especially water management, health and education. IOM collaborates with the Ministry of Labour to recruit qualified diaspora through workshops, seminars and training programmes that directly benefit local institutions. IOM also supports the Government of Sudan, in particular the Secretariat of Sudanese Working Abroad, in the areas of diaspora investment and remittances through research and development of national policies and pilot projects.
 - (b) Countries that have been affected by civil war, armed conflict, natural disasters or other crises are faced with the difficult task of rebuilding the physical and social infrastructures essential to reinstating stability in their societies. Transnational communities have been

15 Labour Market and Service Skill Assessment in Selected Locations in Somalia and Ethiopia. Technical Proposal. November 2017.

16 The Ministerial Consultation on Overseas Employment and Contractual Labour for Countries of Origin in Asia (the Colombo Process) aims to provide a forum for Asian labour-sending countries. Available from www.iom.int/colombo-process and www.colomboprocess.org/rcp-meetings/detail/abu-dhabi-dialogue.

17 The Abu Dhabi Dialogue launched a collaborative approach to address development in temporary labour mobility in Asia. It was initiated to broaden the base for common understanding of issues and to influence practices and policies in the area of contractual labour for the region. Available from www.iom.int/abu-dhabi-dialogue.

playing a significant role in efforts to rebuild and strengthen government and civil society institutions. Countries that have benefited from IOM's diaspora skills-transfer programmes focusing on post-conflict reconstruction include Afghanistan, Bosnia and Herzegovina, Iraq, Serbia, Somalia and Timor-Leste.

- (c) The mobilization of skills, knowledge and expertise can be facilitated via the actual return of skilled diaspora members on a short- or long-term basis. Transfer of knowledge can also take place "virtually" through online support. IOM supports beneficiary governments, through MIDA (Migration for Development in Africa). The Temporary Return of Qualified Nationals programmes have identified and prioritized key sectors that can be considered crucial to human development and can benefit from diaspora resource mobilization. Examples include health, education, justice and supporting the entrepreneurial potential of both local and transnational communities. IOM has developed particular expertise in facilitating the mobilization of health professionals residing abroad to address, in their countries of origin, health sector shortages that hamper the realization of development goals
- (d) IOM and the Migration Policy Institute have developed a handbook – *Developing a Road Map for Engaging Diasporas in Development: A Handbook for Policymakers and Practitioners in Home and Host Countries* – that presents a menu of viable policy and programme options for engaging with the diaspora based on actual experiences from around the world.¹⁸
- (e) IOM initiatives have been designed to facilitate trade and investment between communities abroad and the countries from which they originate, targeting investment in local projects with a positive socioeconomic impact. IOM is currently piloting an innovative project that establishes public–private partnerships between Moroccan authorities and financial institutions that facilitate direct investment by potential entrepreneurs among the Moroccan community in Belgium.
- (f) In 2014, IOM Nigeria carried out a needs assessment study in the Nigerian education sector. The survey was conceptualized to identify skill and competency gaps in the education sector and to provide the Government with recommendations on how identified skill and competency gaps in education could be addressed. The study also aimed to develop its outreach to identify Nigerians in diaspora who were willing to contribute their competencies and skills towards the development of the education sector (IOM, 2014a).
- (g) Children emerging as second-generation of diaspora can also be motivated to contribute to the country's development and progress, subject to a strong link and identification to the homeland. The "Birthright" initiative, a programme for children in the diaspora, aimed at fostering the identification of second-generation Moldovans with their country of origin through the development and testing of language and cultural training curricula for diaspora language teachers. Also, many of the active language teachers are part of formal diaspora associations and initiative groups, and shall continue their work with their reinforced competencies following the training provided under this project.

18 Developing a Road Map for Engaging Diasporas in Development: A Handbook for Policymakers and Practitioners in Home and Host Countries. IOM and the Migration Policy Institute, 2012, available from https://publications.iom.int/system/files/pdf/diaspora_handbook_en_for_web_28may2013.pdf.

5.5 Sustainable development and global citizenship

IOM works through information and education campaigns to promote awareness on migration and its risks if followed through irregular means. The Organization works with at-risk youths and other vulnerable groups, as well as communities, to promote social cohesion and prevent radicalization, thus contributing to a culture of peace and non-violence.

- ➔ Information and education campaigns are broad. The Organization works with governments, partners and civil society to increase awareness of the dangers of irregular migration and increase understanding of refugees and migrants, and the overall role of migration. These campaigns are developed by Field and Regional Offices considering the needs of the context and the target audience. Some may include training and sensitizing to the educational community, schools, and vulnerable communities at risk; others may be targeting migrants alone or potential victims. Some of these campaigns are thought to increase understanding in hosting communities, to the general public, or providing information and advocacy for the protection of vulnerable migrants at risk, like minors, or simply contribute to an understanding of the “other” in countries impacted by migration.

Migration information campaigns that try to combat irregular migration have focused on the dangers of the journey, the difficult circumstances of living illegally in the country of destination and, more recently, on the implementation of stricter policies in migrant receiving countries.

- (a) “I am a migrant” is the UN Migration Agency’s platform to promote diversity and inclusion of migrants in society. It’s specifically designed to support volunteer groups, local authorities, companies, associations and groups – indeed, anyone of goodwill who is concerned about the hostile public discourse against migrants. “I am a migrant” allows the voices of individuals to shine through and provides an honest insight into the triumphs and tribulations of migrants of all backgrounds and at all phases of their migratory journeys. This campaign aims to promote positive perceptions of migrants, seeking to combat xenophobia and discrimination at a time when so many are exposed to negative narratives about migration. Available from <http://iamamigrant.org/>.
- (b) iDiaspora is an online platform to serve as a resource and networking hub for diaspora groups around the world. This online platform serves members of diasporas, as well as individuals and organizations willing to engage with them, by providing a space to learn, connect and contribute. iDiaspora invites migrants to make use of regularly updated resources and learning opportunities, and network and share their own success stories, opinions and recommendations, which allow its members to network with experts and with each other, access more learning and business opportunities. Available from <http://idiaspora.org/>.
- (c) In most countries, such as Ecuador, the Organization carries out a number of information and prevention campaigns to raise awareness on human trafficking and smuggling. The pilot project in Ecuador since May 2017 has been targeting the educational community, where several prevention tools have been used in sensitization and training. Within the framework of the project, 15,000 teachers have been trained in the subject, potentially benefiting 197,974 students from 12 to 17 years old from 583 institutions, and 287,043 families who are expected to inform about the implications and potential consequences of risky migration.
- (d) Aware Migrants is a campaign to inform migrants in Africa about the dangers of heading to Europe via the Mediterranean Sea. Launched in 2016 by the Italian Government and IOM, it aimed to reach people in 15 African countries through social media, radio and television advertisements featuring video testimonies of migrants who made it to Europe but were abused, beaten or raped along the way. Available from <https://www.awaremigrants.org/>.

- (e) Targeted campaigns such as the one to empower migrant women from Kyrgyzstan and Tajikistan rejected from the Russian Federation–Kazakhstan border and stranded in Kazakhstan focus on awareness-raising promoting equal rights for women in countries of destination. Information campaigns are organized in local communities focusing on employment opportunities for migrants from Kyrgyzstan and Tajikistan. Migrants and the members of their families were informed about employment opportunities in the labour market in Kazakhstan through job fairs, information and awareness campaigns.
- (f) Informal education and awareness-raising in camps include subjects such as psychosocial support, hygiene campaigns, gender-based violence, etc., to mention a few.

➔ In recent years, IOM has increased the development of alternative actions to support the information and education campaigns with the understanding that the actual impact of these campaigns alone may not have their intended effects. Some of these actions are related to increase targeted awareness in schools or training centres (The Netherlands, 2016).

- (a) Not Just Numbers, more than a campaign, is a toolkit about migration and asylum that has been designed to help teachers and other educators engage young people in informed discussion. The toolkit is available in 24 EU member States in 20 languages. Developed jointly by IOM and UNHCR, it targets schools and in particular children between 12 and 18 years of age. The toolkit provides young people with the opportunity to understand that, behind each anonymous statistic related to migration and asylum, there is a human face and a personal story. In doing so, it also addresses issues related to discrimination and xenophobia. The toolkit includes a teacher's manual, classroom activities, exercises and lesson ideas. A DVD that accompanies the manual includes portraits of migrants and refugees, clips and footage on the issues of trafficking and smuggling, and migration and asylum in the media room activities. Available from www.iom.int/not-just-numbers-educational-toolkit-about-migration-and-asylum-europe.
- (b) Promoting positive alternatives to irregular migration was the objective of an information campaign carried out in Egypt in 2012 in coordination with the Government and Save the Children. The project was carried out in response to the worrying level of irregular migration of Egyptian minors to Europe, particularly to Italy. It aimed at raising awareness of youths and their families of the hazards of irregular migration, informing them about procedures for legal migration and advocating for positive alternatives to irregular migration by showcasing the model that has been created by the Fayoum Advanced Technical School for Hotel Management and Tourism Services. Available from www.iom.int/sites/default/files/flash_reports/files/IOM-Flash-Report-9.pdf.
- (c) In Switzerland, IOM has engaged children (ages 6–7 and 9–10) on Migration, Environment and Climate Change, through a series of workshops that raise awareness and make children experience how natural disasters, climate change and the slow degradation of the environment affect the lives of people. The workshops are especially intended to make the children think about how migration comes into the picture: When do you have to leave or when do you choose to leave? When are you trapped in dangerous areas, how do you get out of harm's way and how can you start a new life in a new environment? The teachers invented games and led sea level rise, storms, volcanoes and earthquakes experiences in the classroom! Puzzles, crosswords, memory games, drawings, ice melting and sinking a Playmobile village, and even exploding sugar and chocolate volcanoes, villages and double cream biscuits to understand tectonic plates' movements have all raised the interest of the kids to the highest level. The outcomes of the workshops show how much preventive measures should be widespread to limit the risks of families tragically losing their homes, cultures and lives. Available from <http://globe-reporters.org/campagnes-en-cours/2016-2017-cop-22-a-marrakech/populations-humaines-et-animales/article/les-refugies-climatiques> and <https://environmentalmigration.iom.int/les-migrations-climatiques>.

- (d) In Argentina, IOM carries out workshops on migration with an intercultural approach in schools, aiming to share awareness in schools with high presence of migrant children or second-generation migrants with the purpose of contributing to their positive integration.
- ➔ Prevention from radicalization activities include experiences to prevent violent extremism, and “delinking” the idea of migration to violence. IOM addresses a growing anti-migrant sentiment, working to ensure that community perceptions, media coverage and political discourse on migration are more objective, balanced and historically accurate. A key to managing diversity effectively is to understand the drivers that make people vulnerable (whether migrants, second generation or community groups at risk) and to strengthen the integration of migrants with the host societies – through jobs, language learning and community programmes to welcome new arrivals. This helps prevent “home-grown” violent extremists. Likewise, IOM works towards harmonious multicultural, pluralistic societies that welcome migrants for the benefits they bring, and provide concerted, long-term support to integrating migrants in receiving and hosting communities.
- (a) In Bosnia and Herzegovina, IOM works with the municipalities and youths to prevent attitudes that can be conducive to radicalization. The programme comprises various components that include the development of workshops, trainings and ToT on the bases of the Integrative Complexity (IC) Thinking methodology.¹⁹ The MovEQ source was designed to reduce the risk of radicalization and inter-ethnic tensions among young people (18–25 years of age) in Bosnia and Herzegovina, and to empower civic participation and social cohesion. Results from the 10 MovEQ courses show that IC gained in line with hypotheses. The gains are similar to other successful IC Thinking courses. Self-reported in-group and out-group identities showing “us versus them” bifurcations based on religion, ethnicity or nation decreased, whereas broader, more inclusive identities at higher levels of abstraction increased. In all, these are strong results that show evidence of course effectiveness as planned, carried out with talent and dedication by the facilitators and IOM team, and with sustainability, as participants expressed a desire to stay connected (online) with their IC peer group and IOM local contact. This programme is expected to be included in the school curricula of the three different systems to increase the prevention efforts from earlier ages.
 - (b) In Niger, IOM carried out a study on the gangs and how to develop social cohesion and economic development against drugs and unemployment. This study aims to contribute to the ongoing efforts to stop youths from joining criminal groups and preventing them from radicalizing groups. The study and the outcomes of a conference funded by the Italian Government on preventing violent extremism in youth have brought the involvement of universities from three different regions in Niger to develop small enterprises, where their owners will be trained and supported by these universities, which will provide support to microfinance development and all necessary requirements, such as the process of hiring new employees, writing budgets, managing bills, etc. There, universities will be monitoring and tracking the achievement in the three regions.
 - (c) Creating FORSATY (Favourable Opportunities to Reinforce Self-advancement of Today’s Youth) is a project carried out in Morocco since 2012 that aims to face the difficult reality of youths, starting with their own lives in the country. Youths, comprising more than half

¹⁹ IC Thinking methodology is built on pioneering work by psychologists at the University of Cambridge, IC Thinking uses Prof. Peter Suedfeld’s (2010) construct of IC, examining the structure of thinking as people engage with difference, disagreement or opposition. Four decades of cross-cultural research by Suedfeld and colleagues show that, when IC drops from its recent baseline, conflict is predicted. When IC rises, peaceful solutions to real-world conflicts ensue. ICthinking® courses are empirically validated. Course participants develop the cognitive skills and social intelligence to see a range of viewpoints and dimensions of a conflict, while maximizing a wider array of their own values, thus maintaining integrity while engaging with difference. They are enabled to maximize a wider spread of their own values. This enhances their ability to perceive shared values and linkages among differing viewpoints, and to pursue win-win solutions to conflict. It is available at <https://sites.google.com/site/icthinking/research-base>.

of Morocco's population, are disproportionately affected by the socioeconomic challenges facing the country. Lack of access to quality education, high rates of unemployment and political disenfranchisement contribute to high rates of youth marginalization. This phenomenon risks an increase in crime, irregular migration and vulnerability to violent extremism, all of which imperil Morocco's peaceful reform agenda. The project seeks to prevent youth delinquency and reduce recidivism among at-risk youths. Utilizing a "positive youth development" approach, youths in selected marginalized neighbourhoods benefit from education, life skills, and other youth-friendly services, with the goal of ensuring school success or employment placement. This approach not only enhances the livelihoods of youths but also their social and personal assets (physical, intellectual, psychological and emotional development). The approach strives to ensure the involvement of families and the larger community, and to build linkages to community-based and social service providers. Similar programmes are implemented in Mauritania, Uganda and Kenya.

- (d) The programme Countering and Preventing Violent Extremism in Kenya, under the Programme for Human Security and Stabilization, targets youths subject to idleness and/or intense peer pressures, (ex)-convicts, substance-users, criminal gang members, and family members who lost loved ones through extremism activities and/or retribution by security forces. The purpose is to involve them in community revitalization projects that contribute to their integration and social cohesion. The project aims at targeting the major challenges in the country related to migration. This includes growing vulnerable groups at risk, violent extremism, security challenges and lower opportunities due to the significant drop in tourism.
- (e) In Iraq, IOM has established community assistance projects, which focus on community-based activities that promote constructive social dialogue and inclusion, and are often linked to fostering self-reliance and/or addressing food insecurity.
- (f) In collaboration with the Government, IOM Mexico has developed an online platform to provide quality and up-to-date training on issues of human security and migration, trafficking, children and adolescent migrants, human rights and crime prevention. It was designed for use by public officials, representatives of civil society and Central and South American consular officials responsible for providing assistance, guidance and protection to migrants, asylum seekers and refugees. This training is also present in the regional knowledge platform.

5.6 University and research

IOM works with universities, research institutes and academia, in general pursuing several objectives: (a) exchange of practices and knowledge as think tanks; (b) work with major publishers of migration research and analysis; (c) participate in migration studies through conferences, summer programmes, bachelor's and/or master's degrees; (d) provide on-the-job training and internships to students and facilitate the temporary return of highly skilled migrants to universities as mentors and lecturers; and (e) foster involvement and cooperation with local institutions in programme management.

- ➔ Academia as think-tank collaboration: There are many examples of global, regional and national engagements; however, the Migration Research Leaders' Syndicate is probably one of the best practices that respond to the Global Compact on Migration.

The Migration Research Leaders' Syndicate was convened in 2016 in response to the New York Declaration for Refugees and Migrants, whereas the Global Compact on Migration is expected to advance a framework for international cooperation on migration governance to address migration's current challenges in an encompassing and coherent way. For this purpose, the Syndicate was designed to enrich the preparations of the

Global Compact on Migration with the latest thinking in academic and applied research to inform intergovernmental negotiations. This includes insights from a range of disciplines, comparative perspectives and a wealth of evidence and rigorous analysis. The Syndicate consists of a group of 36 leading scholars in migration and 9 advisers with vast experience in bridging policy and research, whether as senior non-migration scholars, former policymakers or prominent practitioners engaged in the dialogue between research and policy. Their participation brings a unique opportunity to propose innovative ideas for international cooperation in migration governance that respond to the complex realities of migration.

- ➔ Research and publications (available from www.iom.int/research-community): IOM is a major publisher of migration research and analysis, and collaborates with other organizations and institutions to produce comprehensive research, and to promote knowledge-sharing among those working in the field of migration. In fact, IOM publications, as a result of research, are often used in diverse platforms including various capacity-building forums, migrant trainings and even direct assistance, in addition to dialogue, workshops, seminars, etc.

Thematic areas include migration trends and data, international migration law, migration and development, health and migration, migration and the environment, irregular migration, migration smuggling and human trafficking, labour migration, remittances, integration and return migration.

The *IOM World Migration Report* is probably the most important publication prepared internally. It is produced biennially since 2000 and is recognized as the authoritative source of information and analysis on migration. It is widely recognized as a key migration report globally and is the most downloaded of all IOM publications.

IOM also partners with individual experts, organizations, international organizations and affiliated research groups in the field of migration. Some of these agreements with universities and research institutions include:

- Centre on Migration, Policy and Society (COMPAS) – University of Oxford, United Kingdom;
- Centre for Advanced Migration Studies – Copenhagen, Denmark;
- Centre for Development Research – Denmark;
- Centre for Mediterranean Integration (CIM) – Marseille, France;
- Central European Forum for Migration and Population Research – Warsaw, Poland;
- Chinese Academy for Social Sciences (CASS) – China;
- Graduate Institute of International and Development Studies – Switzerland;
- Korean Labour Institute (KLI) – Seoul, Republic of Korea;
- International Migration Institute (IMI) – University of Oxford, Oxford, United Kingdom;
- Institute of Public Policy Research (IPPR) – United Kingdom;
- Institute for Sustainable Development and International Relations (IDDRI) – Paris, France;
- Institute for Social Research – Norway;
- Maastricht Graduate School of Governance and UNU-MERIT – Maastricht, The Netherlands;
- Migration Policy Centre (MPC) – Based at the European University Institute in Florence, Italy;
- Migration Policy Institute (MPI) – Washington, D.C., United States;

- Social Science Research Council (SSRC) – Brooklyn, United States;
- South African Migration Project (SAMP) – South Africa, Canada;
- Sussex Centre for Migration Research (SCMR) – University of Sussex in Brighton, United Kingdom;
- University of Neuchâtel – Neuchâtel, Switzerland;
- University of Geneva and the Geneva International Academic Network (GIAN) – Geneva, Switzerland;
- University of Adelaide – Australia;
- University of Dhaka – Bangladesh;
- University of Montevideo Population Studies – Uruguay;
- Université Paris 1 Sorbonne – France;
- University of West Indies – Jamaica;
- Webster University – Switzerland;
- World University Service Austria (WUS) – Graz, Austria.

➔ Inclusion of migration issues in conferences, summer programmes, bachelor's and/or master's degrees:

- (a) International Migration Law – Sanremo Migration Law Course: For 13 years, IOM has been providing, in cooperation with the International Institute of Humanitarian Law, an annual five-day international migration law course in Sanremo, Italy. Available from www.iom.int/sanremo-migration-law-course.
- (b) In coordination with the Sant'Anna, Scuola Universtaria Superiore de Pisa, Italy, IOM has carried out for the last six years a summer school focused on psychosocial support to migrants. The content of the course is developed by IOM, and the University provides five academic credits and its certification. Part of this agreement includes six scholarships for IOM staff to participate with an average of 150–160 participants per year, which includes government officials, UN agencies, NGOs, experts and interested students.
- (c) IOM has developed several master's-level trainings on psychosocial support (available from www.youtube.com/watch?v=Roat85n9n5s&list=UUTPDxhZ5d8nZgZFLTITA5LA) in coordination with the Universities of Kosovo/UNSC 1244, Palestinian Territories, Lebanon, Colombia, Serbia, Turkey and Nigeria, to mention a few. The Master Curricula is built considering the specific needs of the country as it belongs to the University and is recognized by the country. It helps to build the local expertise while the best thesis of each year is published, thus contributing to spreading the knowledge gathered, peer-recognition and also consolidating that knowledge in a local university. The challenges of this master's programme remain its sustainability once IOM detaches, as the participants are not always able to reproduce the courses themselves.
- (d) IOM Mexico is now working to create a university-level course or at least some modules at the master's level.
- (e) Master's study programmes on migration have been created in a TEMPUS project in South Caucasus in Armenia, Azerbaijan and Georgia. A master's study programme has also been developed by the University of Belgrade, Serbia under the mainstreaming project.

- ➔ IOM has actively participated for years in the Summer Schools on Migration including, among others:
 - (a) The Faculty of Science, Charles University in Prague, Czech Republic, ILO and IOM (available from www.iom.cz/home/summer-school-on-migration-2017).
 - (b) *École d'été sur la Migration* in Tunisia carried out in coordination with the Institut National du Travail et des Etudes Sociales (available from www.ecole-ete-migration.tn).
- ➔ Cooperation with universities is also extended to student exchanges and on-the-job learning, and programme management, some established through generic memoranda of understanding, others attached to specific programmes and/or areas of work:
 - (a) The Department of Operations and Emergencies has established a number of agreements with several universities, on the one side supporting the development and management of tools for the DTM, while on the other offering students to different offices through internships. Among these Universities are:
 - (i) **United States:** Columbia University, Harvard University, Oregon State University, Massachusetts Institute of Technology, Yale University, Stanford University, Georgetown University, Carnegie Mellon University, University of Denver;
 - (ii) **United Kingdom:** King's College London, University of Sussex, the School of Oriental and African Studies – University of London, London School of Economics, London School of Hygiene and Tropical Medicine, Liverpool School of Tropical Medicine, Oxford Brookes University, University College London, University of Oxford;
 - (iii) **The Netherlands:** Leiden University, Maastricht University and Vrije Universiteit in Amsterdam.
 - (b) At the CENTRIC (Centre of Excellence in Terrorism, Resilience, Intelligence and Organised Crime Research) at Sheffield Hallam University, the strategic aim is to facilitate the triangulation between the four key stakeholders in the security domain among governments, academia, and public and private institutions. The SCAAN project, the Security, Communication and Analysis Network, a collaboration between IOM and the Centre of Excellence, is designed to enhance the safety and security of IOM's field staff, while keeping them up to date during crises and emergencies. The dashboard also allows staff members to report problems to IOM's 24/7 security team in Manila and get an instant response. The SCAAN app and dashboard uses GPS, direct messaging, calls and reporting features to provide urgent assistance to IOM field staff working in inhospitable and dangerous parts of the world. Available from <https://research.shu.ac.uk/centric/>.
 - (c) IOM has launched a Migration Data Portal in coordination with the Worldwide University Network which, among other things, feeds back the Migration, Development, and Global Transformations research group. The tools developed together include a portal, as well as the Global Migration Group's Handbook for Improving the Production and Use of Migration Data for Development. The portal aims to serve as a unique access point to timely, comprehensive migration statistics and reliable information about migration data globally. The site is designed to help policymakers, national statistics officers, journalists and the general public interested in the field of migration to navigate the increasingly complex landscape of international migration data, currently scattered across different organizations and agencies. Available from <http://migrationdataportal.org/>.
 - (d) In a more programmatic approach, universities such as the ones in Niger participate actively in the reintegration, stabilization and social cohesion programmes of returnees and youths at risk, providing training on microenterprises, budget management, etc., when required, as well as monitoring and tracking of the success of these efforts, to ensure the knowledge remains at local level.

- (e) Many universities carry out evaluations for a number of programmes and provide methodologies or lessons learned to improve the programmatic approach. An example can be the agreement with Pakistani University in Karachi, which not only carries evaluations but also is used as a testing laboratory.
- (f) The Migration, Environment and Climate Change: Evidence for Policy (MECLEP)²⁰ project aims to contribute to the global knowledge base on the relationship between migration and environmental change. More specifically, it aims at formulating policy options on how migration, including displacement and planned relocation, can benefit adaptation strategies to environmental and climate change. It involved research (desk reviews, household surveys and qualitative interviews), capacity-building and dialogue and knowledge-sharing activities, in coordination with a number of universities.

5.7 Schools rehabilitation

Infrastructure rehabilitation is a regular component of IOM transition initiatives. Recognizing the criticality of equitable and continued access to basic services, IOM undertakes the restoration of local infrastructure and services such as schools and capacity-building initiatives, the provision of appropriate equipment and supplies, and the provision of education grants to enable access to existing facilities for vulnerable families to facilitate safe access to appropriate education facilities for displaced populations. This is one of the main objectives of the community stabilization approach, which aims at strengthening social cohesion in at-risk communities through the rehabilitation of infrastructure and generating dialogue between communities and local authorities.

- ➔ Ensure basic rehabilitation of primary social services (schools, community centres, WASH, etc.) and build capacity of communities/local authorities to maintain services over the long term, a constant in all transition programming. Some examples include:
 - (a) In Uganda, IOM has facilitated the construction of health-care centres and schools in refugee settlements, giving equitable and continued access to education and health for refugees during displacement as well as for host communities and thus mitigating potential tensions and the future costs of crisis and displacement.
 - (b) IOM supported individuals displaced by flooding in Bosnia and Herzegovina with housing rehabilitation kits to facilitate home repairs. The provision of electric tools to facilitate housing reconstruction proved particularly successful, with a number of beneficiaries supporting others in their communities for wider benefit.
 - (c) In Colombia, the Bolivarian Republic of Venezuela, Ecuador and Argentina, IOM provides infrastructure rehabilitation and upgrade of schools in areas affected by high displacement and refugees, contributing to improving the educational system in remote areas with the provision of materials and an intercultural educational approach. This also provides the opportunity to displaced minors/migrants to continue with their studies integrating into the normal school system.
 - (d) In Haiti, after the 2010 earthquake, IOM engaged with local contractors to build over 10,000 transitional shelters as well as durable homes. It engaged small engineering firms to build seismic-resistant schools and government buildings. Local contractors also developed the skills they needed to grow their businesses and create jobs.

²⁰ Migration, Environment and Climate Change: Evidence for Policy (MECLEP), available from www.environmentalmigration.iom.int/migration-environment-and-climate-change-evidence-policy-meclep.

Youth Movement

Where Do The Young and Educated Want to Migrate?

HOW THE INDEX SCORES ARE CALCULATED?

Potential Net Youth Migration Index
 Amount of young people who want to move in — Amount of young people who want to leave

Potential Net Brain Gain Index
 Amount of educated people who want to move in — Amount of educated people who want to leave

The higher the potential net migration index value, the larger the gain in population in those areas.

UNITED STATES & CANADA

Attract Young But Not as Many Educated

By the looks of it, both the United States and Canada would inherit a good share of young people. However, the potential net brain score is only 12% for the U.S. This is a sign that the country may be seeing more young people, but not necessarily more educated.

Country	Potential Net Brain Gain Index	Potential Net Youth Migration Index
United States	+12%	+152%
Canada	+144%	+301%

Worldwide Migration

Region	Potential Net Brain Gain Index	Potential Net Youth Migration Index
Australia/New Zealand/Oceania	186%	271%
Iceland, Norway and Switzerland	153%	—
U.S. and Canada	22%	167%
EU in Western/Southern Europe	25%	121%
Developed Asia	-16%	20%

SINGAPORE

A Haven for the Young and Educated

If all would-be migrants were allowed in, Singapore's population of five million would triple. According to the indexes, its rank of young residents would climb by six times, and its educated population would quadruple. This runs counter to the trend for other developed Asian countries, with some even seeing losses in these categories.

Country	Potential Net Brain Gain Index	Potential Net Youth Migration Index
Singapore	+317%	+537%
Australia	+187%	+276%
New Zealand	+178%	+235%

Top 10 Countries Young People Would Flock to

Country	Potential Net Brain Gain Index	Potential Net Youth Migration Index
Sweden	+181%	+64%
Denmark	+65%	—
United Kingdom	+235%	—
Ireland	+95%	—
France	+168%	—
Spain	+107%	+40%
Germany	+40%	—
Austria	+81%	—
Italy	+74%	—

Based on how many earned a bachelor's degree or higher.
 — Scores calculated because the sample size was below 500.

International students attract a lot of attention across the globe. They constitute a group of migrants that does not provoke resistance in receiving societies and are generally viewed positively. States compete to attract the brightest students, and create favourable conditions for their arrival and stay. Experts agree that international students not only provide economic benefits (by paying tuition fees), but also enrich the study process and contribute to the establishment of close business ties between sending and receiving communities.

IOM provides support to students traveling abroad in various manners: facilitating their student visa applications, providing reduced tariffs and economic airline tickets, support in transit or when stranded in between countries, travel and pre-departure orientation, and specific support when traveling to Canada and other government-requested assistance. In addition, IOM provides specific scholarships through agreements with universities and research institutions, and facilitates the students' exchange programmes as well as internship programmes within the Organization. Data analysis on international students' mobility is also provided through national and international forums.

➔ IOM supports governmental programmes for education and training abroad through assistance in the mobilization of students. This support to students traveling abroad includes facilitating their student visa applications, providing reduced tariffs and economic airline tickets, support in transit or when stranded in between countries, travel and pre-departure orientation and specific support when traveling to Canada and other government-requested assistance. Students' mobility support is a standard practice throughout IOM offices worldwide; however, this support may vary, depending on the country.



- (a) Fit for Students is a comprehensive programme that helps IOM Mexico to facilitate students' mobility at any educational level. The programme includes preferential and economic flights, and allows changes in bookings and extra luggage support. The IOM office supports students granted with scholarships abroad, professionals or technicians perusing doctorate or master's degree abroad, those with a formal job offer and foreign students living in Mexico who wish to return to their countries of origin once they finalize their studies.
- (b) IOM Australia provides support only to those students who have already been admitted to universities or granted scholarships by the Government or an education institution.
- (c) In Peru, IOM carries out its programme in support to students in coordination with the *Consejo Nacional de Ciencia y Tecnología* and the *Instituto Nacional de Becas y Créditos Educativos*. The aim of the programme is to facilitate quality studies and the professional growth of students. The programme also includes support for their closest relatives to accompany them.
- (d) In the Republic of Moldova, IOM continues to provide transportation assistance to immigrant visa holders and students/workers with long-term visas to Canada, the United States and Australia, reducing the anxiety many migrants experience when travelling abroad for the first time.
- (e) The well-being and safety of migrant Cabo Verdean students pursuing higher education in non-traditional countries of destination and without diplomatic representation from the Government have become an issue of concern for the country. For various reasons, many students have become stranded, as they are not able to return to Cabo Verde or continue their studies. IOM works with the Ministry of Education to address this issue and ensure the safety of the students while abroad, as well as ensure their safe return home.

- (f) IOM also raises awareness among targeted communities on scholarship opportunities. In the Netherlands, the University Assistance Fund supports refugee students in the Netherlands. Its support consists of scholarships and contributions towards the costs of the preparation and of the studies.
- ➔ IOM also grants specific scholarships through agreements with universities and research institutions, and facilitates vulnerable students with access to studies, as well as professionals who want to improve their knowledge in specific subjects. Exchange programmes, educational grants and programmes are also facilitated through the Organization.
- (a) The IPA Fund for Tertiary Education provides IOM Colombia and aid from the United States Agency for International Development to Afro-Colombians and indigenous youths to study at the universities of Bogota, Soacha, Medellin, Riohacha, Uribe and San Juan del Cesar. Available from www.lumni.net/sites/default/files/Lumni%20Fondo%20IPA%20de%20Educacion%20Superior.pdf.
- (b) In Switzerland, the LGBTIQ Pulse Memorial Scholarship has been created to provide financial support to Lesbian, Gay, Bisexual, Transgender, Intersex and Queer individuals between 18 and 26 years of age who are in pursuit of a university or college degree. Through this scholarship, LGBTIQ youths can apply for financial support to pay for educational-related expenses towards a degree from an accredited university, college or technical/vocational institution. Students must be enrolled and about to begin studies, currently studying, or have completed the programme in the last 12 months. They must either be a citizen, a permanent resident of, or have refugee status in, the country where they are studying, or plan to study. Available from <https://lgbti.iom.int/pulsescholarship>.
- (c) As part of the agreement between IOM and the University of Sant'Anna in Pisa, Italy to carry out summer studies on legal, socioeconomic, psychosocial and cultural anthropological support to migrants and crisis-affected populations, IOM has access to six scholarships per year that provide to its own staff as well as other partners.
- (d) The IOM Internship Programme provides students with the opportunity to learn about IOM's activities, to gain initial work experience, and/or gain knowledge on a broad range of migration technical areas and disciplines. IOM provides on-the-job training to interns so that both they and the Organization can benefit. Furthermore, internships build links with academic institutions and universities. Available from www.iom.int/internships-iom.
- (e) Since 2010, the IOM office in Ghana has welcomed students for an eight-week summer practicum, bridging the gap between the academic and professional divide. Forged as part of a partnership with Syracuse University, located in upstate New York State, United States, this study abroad programme allows the next generation of aid workers to take classroom principles and apply them in a field setting, with guidance from seasoned IOM staff members. This internship programme is a win-win for IOM in Ghana and the Syracuse students. Their remarkable enthusiasm and knowledge leave a lasting impact. The internship starts off with a one-week orientation to IOM programmes and Ghanaian language and culture. This is followed by a six-week internship assignment and completion of a community development project for those in the field. It concludes with a one-week proposal writing and debriefing seminar in Accra.
- (f) IOM also provides educational grants as part of the IOM Assistance Voluntary Return Programme and reintegration programmes. These programmes vary on essence and quality depending on the activity, field expertise and funds.
- (g) IOM supports the contributions of the Burundian diaspora through expertise-sharing and transfer of know-how in the area of mental health for Burundian students who wish to engage in this field.

➔ Data analysis on international students' mobility is also provided through national and international forums.

- (a) Viet Nam Migration for study consists of overseas pupils, students, those attending higher education (master's or Ph.D. courses) or colleges. Migration for study includes trainees and interns who are international migrants for the purpose of vocational training and internships, respectively. The analysis includes the profile of Vietnamese students, what they study abroad and where, as well as the profile of foreign students in-country. Communities of Vietnamese overseas play a significant role in promoting international exchanges and cooperation in education and training. Many overseas Vietnamese professors have directly trained or sought scholarships for Vietnamese nationals (IOM, 2017cc).
- (b) Data trends and studies on European Migration network of international students in Lithuania is another similar example developed in 2012.²¹

5.9 Teachers

Not being an education-specialized agency, IOM does not have any particular guidance for teachers. Specific assistance has been provided on an ad hoc basis, and only the migrant training programme for refugee resettlement, migrant workers and families maintains a specific "cross-cultural" approach towards "facilitators".

➔ IOM utilizes Cross-Cultural Facilitators (CCFs) with refugees, labour migrants and others admitted for resettlement to provide pre-departure orientation training in their native languages at refugee camps in their respected transit countries. Likewise, CCFs are tasked to provide information about the refugees' countries of origin, culture and cultural "norms" that drive the behaviours and preferences, and provide background at seminars for refugee workers. CCFs provide an opportunity for receiving countries as well as refugees themselves to better understand each other and overcome potential obstacles that may arise due to cultural differences and misperceptions.

The Norwegian Cultural Orientation Programme's (see above) teaching experience is an important and relevant asset of the facilitators. The added value of cross-cultural trainings comes with the fact that facilitators have both cultures, the one of the refugees and the one of the hosting community. Likewise facilitators appear as role models to refugees, and are thus good examples for integration.

➔ Specific migration materials have been developed targeting teachers at schools, but these are ad hoc and project-induced.

- (a) In Niger, IOM contributes to quality education and strength capacities of teachers in local communities.
- (b) Not Just Numbers in Europe is more than an awareness campaign, as it provides a toolkit to teachers that has been designed to help them and other educators to engage young people in informed discussion on this important subject. The toolkit is suitable for teaching young people between the ages of 12 and 18, and is available in 24 EU Member States in 20 languages.

²¹ European Migration network of international students in Lithuania, available from www.iom.lt/images/publikacijos/failai/1427788491_9.International-Students-in-Lithuania-EN.pdf.

➔ IOM carries out numerous ToTs in the different areas of work, in addition to the provision of manuals and guidelines for trainers. However, there is no standard guidance, nor guide for qualification measurement or evaluation, feedback or lessons learned as to how trainings are provided. Some examples are:

- (a) Training Modules on Migration and Health for Health Practitioners: The project aims to minimize public health risks, build capacity for border management and public health staff, and facilitate appropriate health care to migrants as a fundamental human right. Available from www.iom.int/jahia/webdav/shared/shared/mainsite/activities/health/ISBN-Cuaderno-Professionals.pdf.
- (b) Training of Trainers Manual: National Labour Migration Management: Ethiopia. Available from http://publications.iom.int/fr/system/files/pdf/training_of_trainers_manual_ethiopia.pdf?language=en.
- (c) IOM Training of Trainers on Migrants in Countries in Crisis. IOM, in its role as secretariat of the Migrants in Countries in Crisis Initiative (MICIC), carried out a ToT on the integration of migrants in the emergency preparedness, response and recovery systems in host countries. Available from <https://micicinitiative.iom.int/capacity-building-tools>.
- (d) Technical Capacity-Building programme in Sri Lanka. Available from <http://srilanka.iom.int/iom/sites/default/files/pictures/slides/IOM%20CBMM%20Book.pdf>.
- (e) Egypt Frontline Immigration Officers Roll out Trainings on Passport Examination Procedures: This is a ToT instruction course where immigration officers are certified for teaching roles and selected to roll out ongoing passport examination courses to Ministry of Interior officers. This ensures that the skills and techniques they had acquired might be shared in a systematic and sustainable manner with as many fellow immigration officers as possible.
- (f) IOM Training of Trainers and Pilot Curriculum Workshop for the Sudanese Criminal Justice System: This is a 10-day training for 20 senior-level judges, lawyers and police officers on investigating and prosecuting human trafficking cases of the Sudan Judicial and Legal Science Institute. The workshop is a tailored training that aims to provide judges, lawyers and police throughout Sudan with the tools to carry out effective investigation and prosecution of human trafficking.
- (g) The IOM Advanced Training of Trainers on Combating Migrant Smuggling: This comprises a key activity under the third phase of the project “Capacity-Building and Communication Activities to Combat Migrant Smuggling in Viet Nam” as part of the overall framework of the Canadian Government’s Anti-Crime Capacity Building Programme.
- (h) IOM holds Training of Trainers on Human Trafficking and Migrant Smuggling in Mauritania for selected border officials at the Headquarters of the General Directorate for National Security in Nouakchott. The ToT helps participants built their knowledge on the challenge of combating human trafficking and smuggling of migrants while providing them with specific tools to train other border officials. The session addressed relevant key definitions and the understanding of specific vulnerabilities, and explained how to identify victims of trafficking.
- (i) Camp Coordination Camp Management ToT: This is part of IOM commitments as Cluster Global Lead, and aims at increasing the skills and number of trainers available to carry out capacity-building with national authorities during preparedness and emergency operations.
- (j) Trainings of Trainers in Gender-based Violence: These are part of the roll-out activities to building national and regional capacity on this area.

5.10 Equity

IOM is committed to gender equity and equality in planning and implementation of projects, and ensures gender mainstreaming throughout the project cycle. Numerous ongoing and planned initiatives focus on supporting female-headed households. Gender sensitivity is also central to IOM's interventions in the area of transitional housing and livelihoods. Early recovery and livelihoods programmes, as part of community stabilization efforts, focus on vulnerable and marginalized groups, in particular female-headed households, whose number is increasing as the conflict affects men who are typically the breadwinners of their families. As an example, IOM recently identified 550 widows in one Syrian district, of whom 220 benefited from emergency employment or cash-for-work projects, in addition to conditional grants distribution, to assist them in building their livelihoods. In promoting peacebuilding initiatives at the local level, IOM will support grass-roots community-based programming, in particular women's initiatives.

- (a) Efforts to provide inclusive assistance can be shown through the programmatic approach. Training and education efforts maintain a holistic approach that considers minorities, vulnerable groups and communities at risk. Gender-based violence is mainstreamed throughout the programmatic efforts, particularly in humanitarian and transition contexts. Vulnerability analysis is part of what IOM does in most programmes and projects.
- (b) Under the guidance of the European Health 2020 policy framework for health and well-being, the Government of Kyrgyzstan strives to improve the level of health and reduce inequity in its distribution in the country. Mindful of the impact of this approach on the health of migrants, IOM enhances its engagement with the Ministry of Health by ensuring that migrants are accounted for in every aspect of its public health approach.

From the documentation collected, IOM's approach to equity seems to mainly focus on gender-based balance, although in practice there is throughout programmes an equity vision towards integration and inclusion of most vulnerable groups, including ethnic and minority groups.

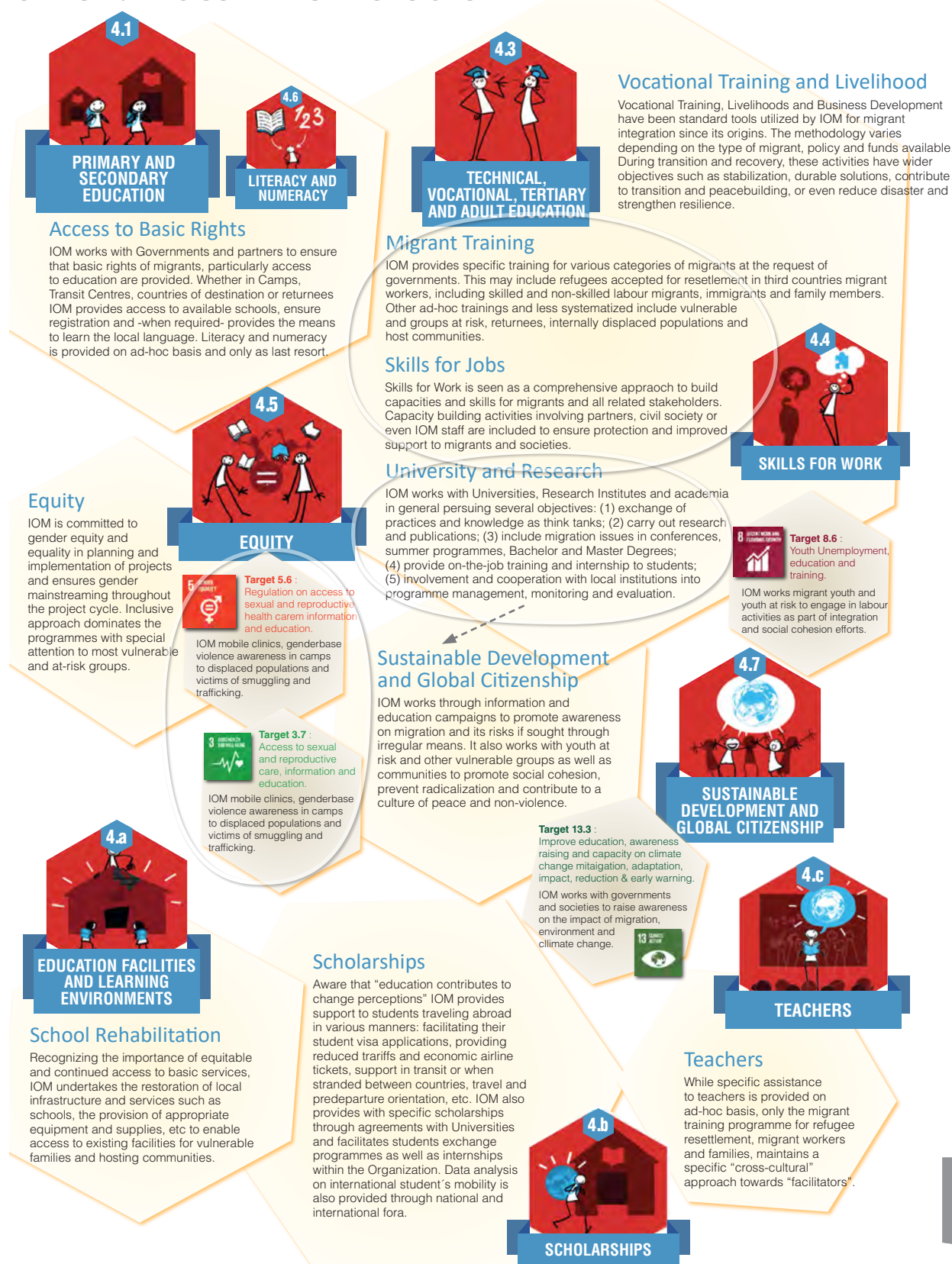
The concept of equity²² also involves an inclusive approach towards disabilities and elderly that has not been found on IOM documentation.

22 Equity is the capacity to ensure that there is a concern with fairness, such that the education of all learners is seen as being of equal importance. Diversity looks at people's differences which may be related to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class and immigration status. Gender equality is the understanding that women and men have equal conditions for realizing their full human rights and for contributing to and benefiting from economic, social, cultural and political development. Inclusion is a process that helps to overcome barriers limiting the presence, participation and achievement of learners. Available from <http://unesdoc.unesco.org/images/0024/002482/248254e.pdf>.

SDG 4's approach to equity and equality considers a holistic development impact of education; inequity of education quality drives towards unequal development. Equitable and inclusive education quality and learning effectiveness are essential for creating and sustaining inclusive and equitable societies. In line with international human rights treaties, guaranteeing all the right to education is not enough. What is required is for all to be guaranteed the right to quality education and effective learning opportunities. Yet globally, a range of factors continue to deny millions of children, youths and adults the right to quality education and effective learning. As an entry point to education, general education bears the most formidable social equity imperative of all other levels of education and training. It is not only a gateway to education and training itself, but is also a gateway to inclusive and sustainable development. Identifying and redressing factors of inequity and exclusion in general education are therefore critical. Equity approach helps to diagnose, analyse and identify critical factors of inequalities and exclusion in general education systems and on the basis of the analysis, to design remedial interventions at all levels of the system. Available from <https://en.unesco.org/gem-report/education-2030-equity-and-quality-lifelong-learning-perspective>.

6. IOM activities contributing to the Sustainable Development Goals

EDUCATION AND MIGRATION IOM ACTIVITIES CONTRIBUTING TO SDG 4



Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

IOM is a non-educational specialized agency, yet education-related activities have been part of the core activities of the Organization since its origins. Through its flexible approach, these activities aim at a larger goal, be this integration, reintegration, stabilization or social cohesion.

Targets	Indicators
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

Access to Basic Rights: IOM works with governments and partners to ensure that children and youngsters can fulfil their right to education, whether in humanitarian and transition environments, in camps, transit centres or at home, whether in transit or destination countries. IOM conducts child-seeking activities to support out-of-school learners in re-entering the education system; avoid dropouts, provide transportation, registration, fees; and develop methodologies that promote inclusion and integration. IOM provides different alternatives to schooling when the inclusion to national school of migrant children is not possible. Unaccompanied children are among the most vulnerable groups that require protection at the national level. IOM works at the regional and national levels to address the reintegration of migrant children and to tackle the push and pull factors that might trigger successive displacement and/or multiple migratory movements. In countries where one or both parents leave looking for work opportunities, IOM provides alternatives to ensure proper assistance to children left behind, thus preventing them from dropping out of school, contributing to their social, educational, behavioural and psychological development.

Targets	Indicators
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

Vocational training, livelihoods and business development have been standard tools utilized by IOM for migrant integration since its origins. The methodology varies depending on the type of migrant, policy and funds available. During transition and recovery periods, these activities have wider objectives, such as stabilization, durable solutions, contributing to transition and peacebuilding, or even reducing disaster and strengthening resilience. As part of labour migration schemes, the reform of the VET curricula has contributed to better prepare migrants for foreign labour markets. Livelihood and vocational training approaches build on existing skills and capacities or to support new skill development. When conducted strategically, based on a sound market analysis, labour market access and needs, early action can promote self-reliance and begin to lay out the foundations for future stability. In areas with high unemployment, IOM seeks to ensure the inclusion of those directly and indirectly affected by displacement, involving hosting communities to mitigate potential tensions. IOM works with potential employers, raising awareness of rights and responsibilities, supporting mentoring initiatives or covering costs of initial employment to be taken over by employers after an agreed time frame. IOM training activities are largely conducted in collaboration with partners. Technical support is provided to individuals, groups, cooperatives and local authorities covering a range of sectors that include agricultural, livestock, fisheries, access to extension services, cash or in-kind support and access to financial services. Livelihood initiatives should link to an overarching theory of change, including through established referral pathways, not only in relation to income/subsistence, but also the context in which activities can provide a useful approach for engaging marginalized groups and promote more inclusive societies.

University and research: IOM works with universities, research institutes and academia in general pursuing several objectives: (a) exchange of practices and knowledge as think tanks; (b) major publisher of migration research and analysis where publications are utilized in diverse platforms including various capacity-building for migrant training and event direct assistance, in addition to dialogues, workshops, seminars, etc.; (c) include migration issues in conferences, summer programmes, bachelor and master degrees; (d) provide on-the-job training and internships to students as well as facilitating the temporary return of highly skilled migrants to universities as mentors and lecturers; and (e) involve and cooperate with local institutions in programme management, monitoring and evaluations.

Migrant training: IOM provides specific training for various categories of migrants at the request of governments. This may include refugees accepted for resettlement in third countries, immigrants and family members. Other ad hoc trainings include vulnerable and at-risk groups, returnees and internally displaced populations, as well as host communities. The provision of migrant training covers aspects such as pre-employment orientation, pre-departure and cultural orientation, language and technical/vocational training. It is thought to help reduce anxiety on the part of refugees and migrants by providing a more realistic picture of what awaits them. Training also provides them with coping skills to deal with the unfamiliar and helps shape positive attitudes towards life in their new society. Migrant training provides an opportunity to establish links between the country of origin and destination, as well as an opportunity for the receiving community to learn more about the culture and profile of new arrivals. Partnerships with the private sector have also proven to be a way to approach learning to migrants. IOM seeks not only to protect but also to empower migrants. In this context, skills assessment is one fundamental key to match migrants' capacities with the needs in the hosting community/country. Services for labour market and skills assessment-mapping provide a framework for sustainable reintegration and enhancement of livelihoods. Skills and qualification recognition for migrant workers are developed with governments and in countries of origin to ensure qualifications are recognized in the country of destination, as are utilizing the diaspora and committing to establishing links. The community of origin contributes to the transfer of knowledge and skills. This can also enable, engage and empower transnational communities as agents for development.

Targets	Indicators
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

Skills for work is seen as a comprehensive approach to build capacities and skills, both for migrants and all related stakeholders. Capacity-building activities involving governments, civil society, partners and IOM staff are included to ensure the protection and improved support to migrants and societies. Specific skills transfer, market analysis and labour schemes are key activities for migrants in resettlement or temporary migration. Activities look at solutions for brain drain or promoting brain gain, building qualified professionals, assisting in the return of qualified professionals contribute to labour mobility. IOM works to empower governments and provide the best conditions for development of migrants and societies. The Organization also works with partners and civil society to reduce the risks and support proactive responses while ensuring the skill and knowledge transfer. (For Migrant skills, see Migrant training above.)

Targets	Indicators
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

Equity: IOM is committed to gender equity and equality in planning and implementation of projects and ensuring gender mainstreaming throughout the project cycle. An inclusive approach dominates the programmes with special attention to most vulnerable and at-risk groups. Likewise, IOM maintains an equity vision towards integration and inclusion of most vulnerable groups, including ethnic and minority groups.

Targets	Indicators
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

Sustainable development and global citizenship: IOM works through information and education campaigns to promote awareness on migration and its risks if sought through irregular means. It also works with at-risk youths and other vulnerable groups, as well as communities to promote social cohesion, prevent radicalization and contribute to a culture of peace and non-violence.

Migration information campaigns that try to combat irregular migration have focused on the dangers of the journey, the difficult circumstances of living illegally in the country of destination and the implementation of stricter policies in migrant-receiving countries. Prevention from radicalization activities include experiences to prevent violent extremism, and “delink” the idea of migration to terrorism. IOM addresses a growing anti-migrant sentiment, working to ensure that community perceptions, media coverage and political discourse on migration are more objective, balanced and historically accurate. A key to managing diversity effectively is to understand the drivers that make people vulnerable and to strengthen the integration of migrants with the host societies, through jobs, language learning and community programmes, to ensure a sense of belonging, which helps prevent “home-grown” violent extremism. IOM works towards harmonious multicultural, pluralistic societies that welcome migrants for the benefits they bring and to provide concerted, long-term support to integrating migrants in receiving and hosting communities.

Targets	Indicators
4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

Schools rehabilitation: Recognizing the importance of equitable and continued access to basic services, IOM undertakes the restoration of local infrastructure and services such as schools, with the provision of adequate equipment and supplies to enable access to existing facilities for vulnerable families and host communities. These are part of community stabilization initiatives that aim at strengthening social cohesion in at-risk communities through the rehabilitation of infrastructure and generation of dialogue between communities and local authorities.

Targets	Indicators
4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study

Scholarships: IOM provides support to students travelling abroad in various manners: facilitating their student visa applications, providing reduced tariffs or economic airline tickets, supporting in transit or when stranded between countries, providing travel and pre-departure orientation, etc. IOM also provides specific scholarships through agreements with universities and facilitates student exchange programmes as well as internships within the Organization. Data analysis on international student’s mobility is also provided through national and international forums.

Targets	Indicators
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

Teachers: IOM has developed – on an ad hoc basis – specific materials for teachers at schools addressing migration in general, on specific topics such as climate change and migration or trafficking and smuggling. The migrant training programme for refugee resettlement, migrant workers and families ensures that all facilitators (mediators with migrants) maintain a “cross-cultural” approach. IOM training methodology in this programme recognizes an interactive, learner-centred method that takes into account different learning styles (including a variety of adult learning techniques and active listening). This contributes to establishing a positive relation with the hosting community, reducing misunderstandings and therefore supporting migrants’ integration.

IOM Activities contributing to SDG 4



7. Conclusion and recommendations

Overall analysis provides numerous examples of the linkage between education and migration, and how education is key to managing migration. IOM has a responsibility to advocate for measures to develop inclusive, responsive and resilient education systems to meet the needs of children, youths and adult migrants, particularly those in crisis contexts, including internally displaced persons and refugees; equip them for a sustainable future; and consequently prevent potential forced migrations.

Furthermore, the Organization has a duty to increase understanding on migration issues, and this includes building the capacities of governments and civil society at all levels (starting from schools) to increase awareness and appreciation for a culture of inclusion that prevent risks and may come without adequate integration (such as discrimination, migrant-phobia or second-generation migrants linked to radicalization).

Strong partnerships and well-coordinated national, regional and global responses and systems are needed to prepare for and respond to emergencies and to “build back” better, towards safer and more equitable education systems, but also to ensure that inclusion is real, societies have the means to understand and migrants the tools to respond.

What are the next steps?

IOM is a non-educational specialized agency and does not have a specific policy on education, yet there are a large number of activities related to education that the Organization carries out within its different programming.

There are, however, a number of issues that require attention in order to assess the relevance of these activities and how they contribute to SDG 4. In the knowledge era, the knowledge the Organization already has is one of its main assets. Developing measures to retain this knowledge and improve upon it to meet the SDG standards may need some reflection:

- Do all activities that relate to education and training contribute to SDG 4?
- Is there a need to make a specific distinction to migrants’ education, or should the Organization also include capacity-building to stakeholders?
- What is the efficiency of these activities? Are there methodologies shared and replicated? Are resources mainstreamed according to activities and objectives or separated by areas of work?
- Can the Organization estimate the actual investment of these activities in terms of resources and level of effort?
- Is it possible to assess the cost-effectiveness of these activities? What is the percentage of these activities on the overall?
- The amount of capacity-building efforts is probably one of the most well-established activities within the different departments. How is the quality of these activities measured? Are there evaluations, feedback, impact analysis, collection and shared good practices and lessons learned?

- Is the quality of other education-related activities measured? Are there adequate evaluations, impact analyses or any kinds of feedback received to improve upon?
- Are the lessons learned reutilized? Do they contribute to the knowledge of the Organization?
- What is the possibility for replicability and how can we assure the sustainability of the good practices? Who determines what is a good practice?
- Can the current programmes' tracking mechanisms relate to past experiences? Where does the history start? How can the Organization make sure that the knowledge available is not lost?
- What are the best ways to ensure knowledge-sharing, reuse and transfer? Are there collective mechanisms to track the practices, and measure and provide guidance?

Establishing quality standards may come with critical thinking as to the actual impact of the activities, ensuring that they do not hamper the overall development of the migrants and societies. Keeping a flexible approach allows the identification of new practices and promotes innovation, but promoting cohesive responses will allow the Organization to learn from the past and build for the future.

Looking at the inclusion of IOM activities into SDG 4

Contributing to SDG 4 requires a thoughtful approach, an understanding of what the Organization does and does not do, benefiting from the knowledge that is already inside. It also requires an internal sharing of knowledge and practices to leverage the capacity and the understanding of why and how these practices happen, or how they can be interrelated and how could be improved.

Developing holistic approaches in Field Offices not only increases the appreciation towards migrants-centred assistance, but also provides a fair approach to migrants' integration despite funding and donors' interest. Developing a migrant-centric approach may actually contribute to gathering all experiences and transforming them into transversal practices, thus improving the quality and type of activities in a holistic manner, which in turn will contribute positively to the actual integration, reintegration, stabilization and social cohesion of migrants in their hosting communities. The Organization has a number of good experiences, practices or including personal interesting reflections from which it could benefit and replicate.

SDG 4 looks at "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all". Its vision is to transform lives through education, recognizing its importance as a main driver of development and in achieving the other SDGs. SDG 4 is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and a shared responsibility and accountability.

Access, inclusion and equity, gender equality, quality (in terms of content, learning and teaching) and a lifelong learning approach are the key parameters of SDG 4. Acknowledging the many efforts that IOM does on education and training on migration to both migrants and societies is the first step towards taking responsibility and creating an internal culture that provides resources to be used to best effect.

8.1 Interview guide with generic questions

1. OBJECTIVE REVISION

WHAT WHERE WHEN WHO	<ul style="list-style-type: none"> • Is education an integral part of your project/department/activities? <ul style="list-style-type: none"> - yes - no • What type of activities/projects do you carry out in relation to education/vocational training? • Facts and figures • What projects • Description • What experiences • Where and when • Beneficiaries • Vulnerabilities • Types of activities • Types of assistance • Context analysis
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2. REFLECTIVE REVISION

HOW	<ul style="list-style-type: none"> • Thoughts of actual effect of these projects/programmes/activities • Impact/outcomes <ul style="list-style-type: none"> - on individuals - on society - on country of origin/destination • Available evaluations and research • Dynamics/methodologies • Relevance • Efficiency • Effectiveness • Issues of concern <ul style="list-style-type: none"> - Brain drain/gain
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3. INTERPRETATIVE REVISION

WHY	<ul style="list-style-type: none"> • Significance/purpose (social cohesion, labour, reintegration, etc.) • Impact of these activities on IOM • Impact of these activities on migration/migrants • Lessons learned • Identification of good practices • Sustainability • Replicability
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4. DECISION REVISION

SO-WHAT	<ul style="list-style-type: none"> • How the experience, lessons learned and practices can contribute to migration and IOM activities • Implications • Resolutions • Consensus • What should be different • Mentions (counterparts, donors, implementing actors)
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8.2 Names and titles of interviewees

(by order of interviews/information received)

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Victims of trafficking assisted by IOM learn hairdressing
at a vocational training centre in Chinandega, Nicaragua.
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