Based on the UNESCO work and research activities that I was involved, I select some key issues related to the themes listed in the concept note. I would be very interested pursuing some of these areas of research, if GEM Report is planning to explore.

POLICIES TO RELAX FINANCIAL CONSTRAINTS OF MIGRANT STUDENTS AND THEIR FAMILIES

I don’t know if this is the right section to raise this issue, but it is important to include issues related to stateless people who may have a difficulty accessing education due to the lack of support from the states. For example, in West Africa, although it is not possible to have the accurate number of stateless people, it is certain that many hundreds of thousands of people are at risk of being stateless. They are either migrants and their descendants and returnees; border populations, including nomadic and pastoralists who regularly cross borders, as well as those affected by transfers of territory; and orphans and other vulnerable children. Underlying problem is the weakness of civil registration systems in the region. Five of 15 West African countries have a birth registration rate of less than 50%.1 For pastoralists, mobile schools do not seem to work well because mobile teachers may not have the understanding of the learners’ culture and needs. Instead, it would be good to provide boarding schools for children of pastoralists, who stay in school while their fathers and parents move, often cross national borders. At the moment pilot boarding schools exist financed by the donor community, but in a long run, to be sustainable, the cost of boarding schools should be covered by the government or the local community. Boarding schools schemes should be also expanded.

INTERNATIONALIZATION OF EDUCATION INSTITUTIONS

Indeed local branches of foreign universities can improve access and quality. For example, the University of South Africa (UNISA) has campus in Ethiopia, which allows professionals to enhance their skills while they are working by taking the course without leaving the work and the country.2 A secretary of UNESCO’s office in Addis was taking a master’s course at this campus and said she was very satisfied with the quality of teaching and materials which are not available in Ethiopian universities.

There are also ad hoc course offering from foreign providers in developing countries. For example, distance learning course was offered by Danish university, taught by a Swedish professor in Guinea-Bissau and one of our consultants took the course without leaving the country and enhanced her skills and employability. In order to

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2 http://www.unisa.ac.za/sites/corporate/default/Colleges/Graduate-Studies/Schools,-Institutes-&-Research-Chairs/Graduate-Office/Ethiopia-Graduate-Office-(EGO)
make it sustainable, it would be good to establish the local branch or collaborate with the local university. These are positive side.

The negative side of branches of foreign universities is the difficulty of regulating particularly online course, which may also have bogus universities.

When it comes to quality assurance, there are some efforts by professional bodies and universities to harmonize and facilitate mobility among the regional education and training system in certain professions, such as medicine. Tuning Africa is one of such efforts.3 In terms of ethical recruitment WHO has the code of practice on the international recruitment of health personnel. Educational programmes and policies should be linked to recruitment issues as well.

REMITTANCES

The size of remittances is larger than that of Official Development Aid (ODA). There are also some initiatives to use remittances for public goods. It would be interesting to explore how remittances could help education investment in source countries. I copy one article on this topic by the African Development Bank.

Remittances from West Africa’s Diaspora: financial and social transfers for regional development

RECOGNITION OF DIPLOMA AND CREDENTIALS

At the UNESCO HQs, I organized an expert meeting in 2008, on “Migration and Education: Quality Assurance and Mutual Recognition of Qualification” to present some existing good practices on migration and the mutual recognition of qualifications in the field of higher education, in order to avoid loss of education and professional experience in the course of migration. The overall objective of this project was to provide policy guidelines on the fair and transparent assessment of recognition of foreign qualifications of migrants wishing to get access to the labor market in the destination. The expert group proposed some recommendations, particularly to explore more in-depth studies on 3 professions: health, engineering and teaching. I copy the links to the meeting summary as a reference.

http://unesdoc.unesco.org/images/0017/001798/179851e.pdf (Meeting report including summary of 9 cases)

TEACHER AS MIGRANTS

When countries try to attract teachers, rich countries should refrain from taking away scarce human resources from poor countries and ethical recruitment should be respected. Private schools may not be regulated by government and in such a case,

3 http://tuningafrica.org/en/
there is a risk of exploitation or lack of background check of the teachers may lead to a problem.

As a follow up to the above-mentioned expert group meeting on migration and education, UNESCO-IICBA organized teachers migration symposium in Addis Ababa, collecting 12 case studies, with the focus on forced migration in Africa, as well as cases outside Africa, such as “Teacher migration and the role of historically black colleges and universities and Hispanic serving institutions in the US” and “Managing teacher recruitment and migration: a case of the Barbados experience.” Experts presented cases such as Rwanda, which was benefiting from Kenyan teaching force after they adopted English as a medium of instruction. Kenya has many qualified teachers who cannot get employment at home, who also migrate to countries such as Seychelles, but there was a regulation that did not allow migrant teachers to take the money out of Seychelles, which made Kenyan teachers double-think about the working in certain countries. With the request of the African Union, the symposium particularly looked into the possibility of using the good practice of Commonwealth Secretariat’s teacher recruitment protocol by adapting it to the African context. IOM is also exploring the role of Diasporas in the development of Africa. Another case of South African teachers migrating to the UK was about teachers’ complaints that foreign teachers are sent to difficult schools that the local teachers do not want to go. I copy the link to the case studies.

http://doc.iiep.unesco.org/cgi-bin/wwwi32.exe/%5Bin=epidoc1.in%5D/?t2000=032323/(100)

I would like to add issues on Diaspora’s contribution to back home.

- **Pratham - Indian Diaspora’s contribution back home**
  https://ssir.org/articles/entry/giving_back_to_india

The above article explains an example that Diaspora giving back their home country. Pratham is an NGO established by Indian Diaspora in the US, who decided to go back to India to improve education in the country. They started a citizen-led assessment project and now it has become a world phenomenon, expanding to other countries in South Asia, Africa and Latin America. Many similar initiatives are happening among African Diaspora in a smaller scale.

- **Africa Recruit**
  http://www.africarecruit.com/index.htm

There seems to be efforts for African Diaspora community to help those who wish to go back to the country of origin or to the African continent. Africa Recruit based in the US is one such organization. Those who received education or work experience overseas may have a big potential succeed back home if the right conditions exist. Here is an excerpt of the Africa Recruit.

"Shortage of skills is a critical constraint that is holding back investment, job creation and improved public services for Africa. Although exact figures are difficult to obtain, probably 40% of African professionals are now living outside the continent, meaning upwards of 5 million doctors, teachers, engineers, and technicians. African immigrants to the United States boast some of the highest educational attainments of any immigrant group and there are now more than 250,000 scientists and physicians..."
of African descent in the United States. The continent spends over $4bn in technical assistance each year in sectors such as health, education and the environment, as well as public management... **AfricaRecruit** is a programme plan of action taken to build robust and enduring productive capacity throughout the continent. It is an innovative service delivery vehicle with its focus on capacity building through human resources using its various networks within and outside Africa."