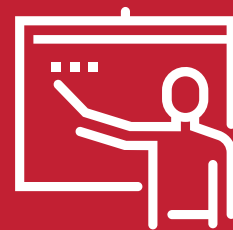




INTEGRATING MIGRATION INTO EDUCATION INTERVENTIONS



A TOOLKIT FOR INTERNATIONAL
COOPERATION AND DEVELOPMENT
ACTORS

Funded by



European Union

Implemented by



In collaboration with



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Cover photo: Benjamin Suomela/IOM. Ranong, Thailand.

Description: Immigrant children learn about safe migration through interactive games at a Migrant Learning Centre in Ranong, Thailand.

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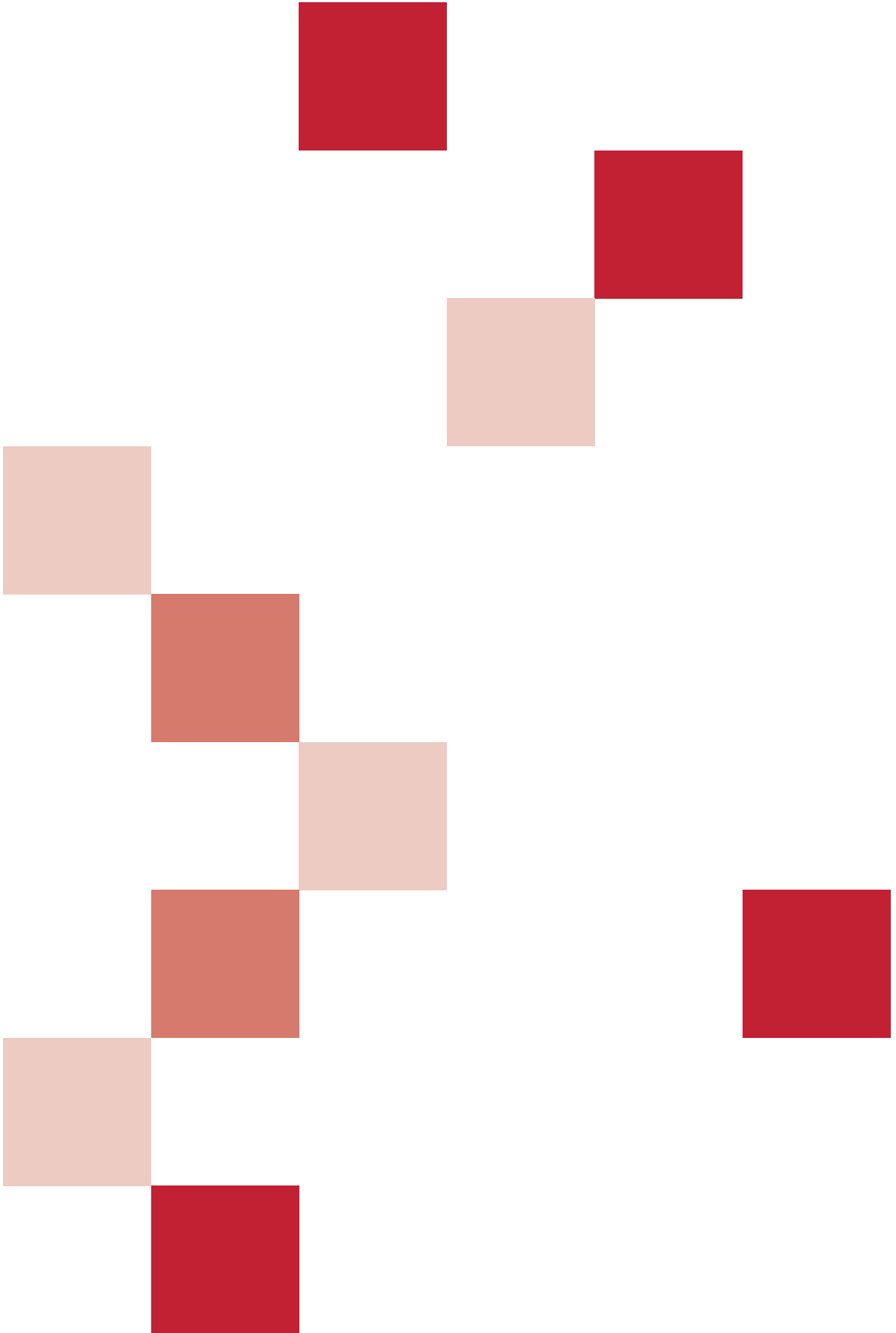


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ACRONYMS

CRC	Convention on the Rights of the Child
DAC	Development Assistance Committee
DG INTPA	Directorate-General for International Partnerships
DIOC	Database on Immigrants in OECD and non-OECD Countries
ESA	Education Sector Analysis
ESAMG	Education Sector Analysis Methodological Guidelines
ESP	Education Sector Plan
EU	European Union
GAP	Gender Action Plan
GPE	Global Partnership for Education
ICESCR	International Covenant on Economic, Cultural and Social Rights
IIEP	Institute for Education Planning
ILO	International Labour Organization
INEE	Inter-Agency Network on Education in Emergencies
IOM	International Organization for Migration
MMICD	Mainstreaming Migration into International Cooperation and Development
NGO	Non-governmental organization
ODI	Overseas Development Institute
OECD	Organisation for Economic Co-operation and Development
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goal
TiP	Trafficking in Persons
TVET	Technical and Vocational Education and Training
UASC	Unaccompanied and Separated Migrant Children
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VOT	Victim of Human Trafficking

GLOSSARY OF TERMS¹

A note on terminology: In this Toolkit, the term *migration* refers to any movement of persons away from their place of usual residence. Migration can take many forms and includes immigration, emigration, displacement, etc. The term *migrants* is inclusive of regular and irregular migrants, international and internal migrants, and displaced persons, among others.

This is the common terminology used throughout the Toolkit. However, given the specificities of different types of migration (e.g. displacement) and categories of migrants (e.g. displaced persons), distinct references are made to these terms in certain sections of the Toolkit, where relevant. See the 'Glossary of Terms' below for more information on specific migration-related terminology used.

Country of destination: In the migration context, a country that is the destination for a person or a group of persons, irrespective of whether they migrate regularly or irregularly.

Country of origin: In the migration context, a country of nationality or of former habitual residence of a person or group of persons who have migrated abroad, irrespective of whether they migrate regularly or irregularly.

Country of transit: In the migration context, the country through which a person or a group of persons pass on any journey to the country of destination or from the country of destination to the country of origin or the country of habitual residence.

Displacement: The movement of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters.²

Diaspora: Migrants or descendants of migrants whose identity and sense of belonging, either real or symbolic, have been shaped by their migration experience and background. They maintain links with their homelands, and to each other, based on a shared sense of history, identity, or mutual experiences in the destination country.³

Emigration: From the perspective of the country of origin, the act of moving from one's country of nationality or usual residence to another country, so that the country of destination effectively becomes his or her new country of usual residence.

Environmental migration: The movement of persons or groups of persons who, predominantly for reasons of sudden or progressive changes in the environment that adversely affect their lives or living conditions, are forced to leave their places of habitual residence, or choose to do so, either temporarily or permanently, and who move within or outside their country of origin or habitual residence.

Immigration: From the perspective of the country of destination, the act of moving into a country other than one's country of nationality or usual residence, so that the country of destination effectively becomes his or her new country of usual residence.

Integration: The two-way process of mutual adaptation between migrants and the societies in which they live, whereby migrants are incorporated into the social, economic, cultural and political life of the receiving community. It entails a set of joint responsibilities for migrants and communities, and incorporates other related notions such as social inclusion and social cohesion.

1. Unless otherwise stated, the terms in this glossary are drawn from the IOM Glossary on Migration (2019).

2. Source: Adapted from International Organization for Migration, IOM's Strategy to Enable, Engage and Empower Diaspora (n.d.) 1

Internal migration: The movement of people within a State involving the establishment of a new temporary or permanent residence. violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.

International migration: The movement of persons away from their place of usual residence and across an international border to a country of which they are not nationals.

Irregular migration: Movement of persons that takes place outside the laws, regulations, or international agreements governing the entry into or exit from the State of origin, transit or destination.

Labour migration: Movement of persons from one State to another, or within their own country of residence, for the purpose of employment.

Migrant: An umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students.

Migrants in vulnerable situations: Migrants who are unable to effectively enjoy their human rights, are at increased risk of violations and abuse and who, accordingly, are entitled to call on a duty bearer's heightened duty of care.

Migration: The movement of persons away from their place of usual residence, either across an international border or within a State.

Protracted displacement: A situation in which refugees, internally displaced persons (IDPs) and/or other displaced persons have been unable to return to their habitual residence for three years or more, and where the process for finding durable solutions, such as repatriation, integration in host communities, settlement in third locations or other mobility opportunities, has stalled.

Refugee: A person who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Reintegration: A process which enables individuals to re-establish the economic, social and psychosocial relationships needed to maintain life, livelihood and dignity and inclusion in civic life.

Remittances: Personal monetary transfers, cross border or within the same country, made by migrants to individuals or communities with whom the migrant has links.

Return migration: In the context of international migration, the movement of persons returning to their country of origin after having moved away from their place of habitual residence and crossed an international border. In the context of internal migration, the movement of persons returning to their place of habitual residence after having moved away from it.

Trafficking in persons: The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, servitude or the removal of organs.

Unaccompanied and separated migrant children: Unaccompanied children (also called unaccompanied minors) are children as defined in Article 1 of the CRC who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so. Separated children are children, as defined in Article 1 of CRC, have been separated from both parents or from their previous legal or customary, primary caregivers but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members (General Comment No. 6 of the CRC, 2005).

To learn more, see [IOM's Glossary on Migration](#).

INTRODUCTION

The **Toolkit for Integrating Migration into Education Interventions** is part of a series of tools developed under the Mainstreaming Migration into International Cooperation and Development (MMICD) project, funded by the European Union (EU) and implemented by the International Organization for Migration (IOM). It complements the MMICD's core Guidelines on Mainstreaming Migration into International Cooperation and Development and is one of its practical Toolkits³ for putting migration mainstreaming into practice. This Sector Toolkit was developed in partnership with the International Labour Organization (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO), and United Nations Children's Fund (UNICEF).

Purpose: The Toolkit is intended to provide concise, operational, and user-friendly information and tools to support partners to understand how migration can be reflected in the design, implementation, monitoring and evaluation of development cooperation interventions (i.e. projects or programmes) that have an education focus. Although there is no one size fits all approach for integrating migration into education interventions, the tools can be adapted to various contexts to make development cooperation more coherent and effective by harnessing the development potential of migration and ensuring that any related challenges and/or opportunities are fully assessed.

Audience: The Toolkit has been designed to be used by international cooperation and development actors⁴

working in, or with, the education sector. While the specific target audience is international cooperation and development actors, it can also be useful for other partners who are engaged in designing, implementing, and/or evaluating interventions.

Structure: The Toolkit is divided into the following sections:

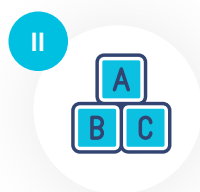
1. **Background:** The first section includes a brief overview of the linkages between migration and the education sector to provide a general understanding of the ways in which both interact.
2. **Tools:** The second section includes a set of user-friendly tools to support international cooperation and development actors with the integration of migration into education interventions, focusing on different phases of the intervention cycle.⁵

Following Section 2, there are a series of Annexes, including key global frameworks and commitments, EU development cooperation in this sector, other sector-specific guidelines and tools, guiding principles, data sources, examples of relevant Sustainable Development Goal (SDG) targets and the continuation of the indicator bank.

Sub-sectors: Most of the content of the Toolkit is categorized into four 'sub-sectors', which capture the main connections between migration and education (although non-exhaustive). The sub-sectors highlighted in this Toolkit include:



EARLY CHILDHOOD DEVELOPMENT AND PRE-PRIMARY EDUCATION



PRIMARY AND SECONDARY EDUCATION



HIGHER EDUCATION



TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

3. This Toolkit is one of the eleven other Toolkits that complement the Guidelines on Mainstreaming Migration into International Cooperation and Development. Other Toolkits include: a Standard Toolkit, a COVID-19 Toolkit, and nine Sector Toolkits on (i) health, (ii) environment and climate change, (iii) employment, (iv) governance, (v) private sector development and trade, (vi) rural development, (vii) security, (viii) urban development, (ix) education.
4. Specifically, EU institutions and EU delegations, EU member states, development partners, government authorities in partner countries and other donors (incl. traditional (bilateral and multilateral) and non-traditional (private sector, foundations, etc.).
5. The intervention cycle in this Toolkit is informed by the phases used by the European Commission in its development cooperation efforts.



SECTION 1

BACKGROUND

Education is a fundamental human right and is indispensable for the achievement of sustainable development and to address inequalities. Education is not only essential for all individuals to maximize their capabilities and livelihood opportunities, but it is also important for building peaceful and prosperous societies. Education can help improve social cohesion by facilitating migrants' socioeconomic inclusion and addressing different drivers of conflict or displacement. Education staff often work in close collaboration with other sectors such as health, nutrition, child protection, and water and sanitation. This includes using schools as an integrated service platform to deliver a range of interventions and outcomes for children. Moreover, access to education and lifelong learning opportunities can help to ensure that migrants have the skills⁶ needed to be successful in the labour market and to adapt to the changing nature of employment opportunities. Investment in education may also contribute to necessary skill sets to fill gaps in the labour market in other countries or regions; therefore not only addressing unemployment, but also addressing labour shortages.⁷

Quality education⁸ can be a catalyst for significant economic and social benefits for both migrants, their families, and countries of origin and destination, and serve as a tool for fostering cohesion and reducing gender inequalities (UNICEF, 2019; Nicolai et al., 2017). Those with higher levels of education are more likely to migrate than those with lower education levels (OECD, 2019). When they have the financial and legal means, people may move to access better educational or employment opportunities. Educated and skilled migrants also typically feel more empowered and have better access to protection mechanisms. When migration is well-managed, migrant workers, such as teachers, can help improve education systems both in communities of origin and destination. Although catered and context-specific approaches to improve the quality, inclusivity, and sustainability of education have upfront costs (especially in emergency settings), these efforts can contribute to longer-term benefits for the migrants themselves, including displaced persons, as well as the wider community.

COVID-19 pandemic: COVID-19 has underlined the relevance and importance of programming on migration and education. As the world becomes more interconnected with unprecedented migration and human mobility, the impact of COVID-19 goes beyond health considerations, but also has far-reaching socioeconomic and other consequences, including for the education sector. Conversely, the response to COVID-19 has resulted in innovation in the education sector and new ways of learning. COVID-19 has accelerated the shift to greater use of digital technologies, with education systems moving to distance learning and blended learning models (UNICEF, 2021). While this has broadened access, in some contexts it has also exacerbated pre-existing inequalities, particularly in areas where learners (and potential learners) experience barriers in accessing technology for learning or face other legal, financial, practical (e.g. language) barriers. More needs to be done to close the digital divide by improving connectivity and access to digital technologies (UNICEF, 2021).

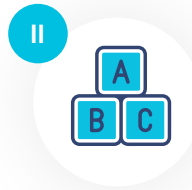
In recognition of the interlinkages between migration and COVID-19, IOM has developed a [Toolkit on Integrating Migration into COVID-19 Socioeconomic Response](#) (2020).

6. The term skills refers to foundational skills (i.e. literacy and numeracy), transferrable skills (related to social cohesion, problem solving, communication et cetera) and digital skills (UNICEF, 2019).
7. According to UNESCO, those with tertiary education are four times more likely to migrate than those with no education (UNESCO, 2019).
8. According to UNICEF, quality education helps students acquire basic literacy and numeracy, enjoy learning without fear, and feel valued and included, irrespective of where they come from (UNICEF, 2019).

In order to explain the main connections between migration and education, the content of this Toolkit is divided into the following sub-sectors:



EARLY CHILDHOOD DEVELOPMENT AND PRE-PRIMARY EDUCATION



PRIMARY AND SECONDARY EDUCATION



HIGHER EDUCATION



TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

I EARLY CHILDHOOD DEVELOPMENT AND PRE-PRIMARY EDUCATION⁹

Early childhood education is crucial for fostering the emotional and cognitive development of children and their overall primary school readiness. This is particularly important for children who do not speak the majority language at home or face unstable living conditions. The integration of migrant children¹⁰ plays a key role in their social inclusion and that of their families, which, in turn, has a positive impact on educational experiences (Moskal, 2010; Sacramento, 2015). Yet, in some countries, migrant children have lower access to pre-primary education than non-migrants, which impacts their own development as well as their ability to

meet the requirements needed to enter into primary-level schooling in some contexts (UNESCO, 2019a). Training pre-primary education staff on how to work with families of different backgrounds, providing flexible childcare arrangements, and offering transport to early-childhood education centres are examples of some of the practical measures that can be taken to mitigate any barriers to early childhood education that migrant children may face (Nicolai et al., 2017). In addition to this, it is important that early education policies and planning take migrant children into account so that no one is left behind.

II PRIMARY AND SECONDARY EDUCATION

All learners – including migrant children – have a right to primary education as per the Convention on the Right of the Child and the International Convention on the Protection of all Migrant Workers and Members of their Families. However, migrants’, including displaced persons’, access to quality education is often constrained because of legal, socioeconomic, financial, linguistic or technical barriers (Nicolai et al., 2017). Potential disruptions in their schooling or differences in education systems may also make it difficult for migrant learners to be placed in the grade or level that corresponds with their age group.

This can be exacerbated if education provisions do not recognize the challenges that migrants often face when adapting to a new education system, language, and

culture (Nicolai et al., 2017). In some cases, migrants are dealing with trauma and have psychosocial or other support needs. In practice, national laws regulating education provision may also discriminate against non-nationals and certain migratory statuses, such as the children of irregular migrants, which can cause additional setbacks.

One of the biggest barriers to migrant children and youth’s access to education opportunities are related to limited financial resources (UNICEF, 2021). Remittances can help improve access to education opportunities for family members who remain at home. However, parental, or other familial migration, can also negatively affect academic attainments of those who have stayed behind (Cortes, 2013). The migration of a household

9. Also refer to the United Nations Committee on the Rights of the Child Day of Discussion: Implementing Child Rights in Early Childhood, (OHCHR, 2004) and the Article 30 of the International Convention on the Rights of Migrant Workers and Members of their Families (OHCHR, 1990).
 10. For the purposes of this Toolkit, the term “migrant children” refers to both migrants under the age of 18 and the children of migrants who may or may not have been born in the country in which they reside.

member may also require children to work or perform caretaking, domestic or agricultural duties instead of attending school. The roles and responsibilities that they may have to take on are often gendered.

These children may be more likely to be engaged in employment – including voluntary and forced labour

such as domestic work – and their families may lack the resources to finance quality education, which can impede school attendance. Accessible, welcoming and safe learning spaces and tailored curriculums are important to meet the educational needs of learners (UNICEF, 2016).

III HIGHER EDUCATION

The prospects of migration can, in some cases, increase incentives for a higher educational attainment. Higher education provides students with an opportunity to improve labour market opportunities and self-reliance (UNESCO, 2019a). International cooperation between higher education institutions also provides opportunities for student mobility through initiatives such as joint degrees, exchange programmes and internships. Educated populations, particularly those with higher education (OECD, 2019), may also be more likely to migrate for several reasons, including, among them, their increased ability to access international employment opportunities and larger wage differentials for high-skilled workers. However, migrants whose higher education degrees are not recognized in their

community of destination or who cannot provide documentary evidence of their degrees may be unable to find jobs that meet their qualifications and abilities due to legal or administrative barriers. This adversely affects individual migrants – through unemployment, underemployment and deskilling – and can reduce their contributions to the development of communities of both origin and destination. Mismatches between what education offers (for example, in terms of fields of study and types of skills taught) and labour market demands can also contribute to unemployment and the migration of young graduates. Bilateral or multilateral agreements are integral tools for facilitating the mutual recognition or transfer of qualifications (ILO, 2018).

IV TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING¹¹

Strong technical and vocational education and training based on social dialogue with employers and workers facilitates opportunities for improved access to the labour market by providing learners, including migrants, with quality skills across a wide range of occupational fields (ILO, 2018). Technical and vocational education can be accessed during secondary or higher-level stages of education or as a part of work-based learning or further lifelong learning training schemes. For migrants, access to technical and vocational education and training can strengthen their economic and social inclusion (UNHCR et al., 2021). Additionally, skills acquired by migrant learners through technical and

vocational education can also benefit communities of origin through skills transfer initiatives, either formally or informally. Understanding the types of skills that the labour market is demanding can help migrants make informed choices on which technical and vocational courses to pursue as well as those available to them (British Council, 2018). Before matching migrants with these educational and lifelong learning opportunities, the pre-existing skills that migrants bring should be drawn on (UNESCO, 2019b). The recognition of migrants' prior formal and informal learning and skills are important for reducing the costs and time migrants must spend to take courses in areas that they are already familiar with.

11. More information on TVET and its links wider employment opportunities can be found in the Employment Sector Toolkit.

CROSS-CUTTING AREAS



These cross-cutting areas are non-exhaustive but important to consider and touch upon each of the referenced sub-sectors.

Education in emergencies

Conflict, natural disaster, pandemics and other emergencies often place education systems at risk of collapse and cause major disruptions to learning for students. For example, at the peak of the COVID-19 pandemic over 90 per cent of learners globally (or some 1.6 billion) had their education disrupted due to school closures (UNESCO, 2021). Displaced children in particular face barriers to accessing quality education, with many of the 75 million children aged 3 to 18 years in fragile and conflict-affected contexts deprived of their right to education (OECD, 2017). During conflict, schools are often destroyed or become unsafe, teachers and education personnel are targeted for attack, girls suffer increased gender-based violence, with many students ultimately forced out of school. Displaced persons – particularly those

who are unaccompanied or separated from their families – may encounter difficulties in accessing quality education while on the move, in camps, and upon reaching a temporary host community, without a guarantee that they can return to school when they arrive at a safer destination. Many of them suffer from trauma, exclusion due to language barriers, economic hardship, among other challenges. Disruption of schooling is not only an interruption to education, but also disconnects individuals from protective networks, making them more vulnerable and at a higher risk of violence and exploitation. Access to and continuity of education during crises helps protect rights, instils a sense of normalcy, and fosters resilience, inclusion and tolerance, supporting longer-term reconstruction (GPE, 2020).

Distance and home-based learning

Alternative learning pathways, such as distance or home-based learning, offer educational methods and learning techniques that can overcome spatial separation in order to minimize disruptions to education (UNESCO, 2009). This can be done at different education levels (e.g. primary or higher education) and pathways (formal or non-formal). Depending on the context, this can be blended with other types of learning approaches (e.g. TV, radio, digital). In situations of immediate or protracted crisis, distance learning can allow students to

continue with their education even if they cannot attend school physically. Beyond crisis, distance learning can also contribute to more flexible learning approaches. Technology is a vital asset to facilitate such learning. Technological advances can be built upon to foster virtual student mobility and lifelong learning. However, migrants' digital skills or access to even general-purpose technologies may be limited, thus reducing possibilities of distance learning and use of online education tools.

Non-formal education

Non-formal education and other non-formal learning programmes can serve as a pathway to integrate students into formal education systems and a stand-alone education strategy. Effective non-formal and lifelong learning education programmes provide students with basic education support, along with life and work skills to support their re-entry into the labour market (ILO, 2020). Examples may include supplementary literacy programmes for women, men and children; local language courses; financial literacy programmes; personal development and skills courses

to supplement labour market demands; community-based sports programmes; local integration classes; and student learning support programmes, among many other examples (Bonfiglio, 2010). These types of non-formal and lifelong learning programmes are of particular interest for students – including migrants – whose education was disrupted or who did not begin their education within the standard timeframe/age. Non-formal education often has a more flexible approach and methodology which can be adapted based on the needs or interests of learners.

Core international frameworks

The Universal Declaration of Human Rights (Article 26) refers to the right to education for all, a right that is reaffirmed in the International Covenant on Economic, Social and Cultural Rights (OHCHR, 1966) Article 13. Education is also reflected in the Convention on the Rights of the Child (OHCHR, 1989). Article 28, for example sets out that children should have the right to education on the basis of equal opportunity, ensuring that it is available and accessible to every child.

In its General Comment No. 6, the Committee on the Rights of the Child of the CRC on the treatment of unaccompanied and separated children outside their country of origin:

“States should ensure that access to education is maintained during all phases of the displacement cycle. Every unaccompanied and separated child, irrespective of status, shall have full access to education in the country that they have entered in line with articles 28, 29 (1) (c), 30 and 32 of the Convention and the general principles developed by the Committee {on the rights of the child}. Such access should be granted without discrimination and in particular, separated and unaccompanied girls shall have equal access to formal and informal education, including vocational training at all levels.”

For more information on international instruments refer to [Annex I: Key Global Frameworks and Commitments](#). For EU specific development cooperation in this sector refer to [Annex II: EU Development Cooperation in this Sector](#).



SECTION 2

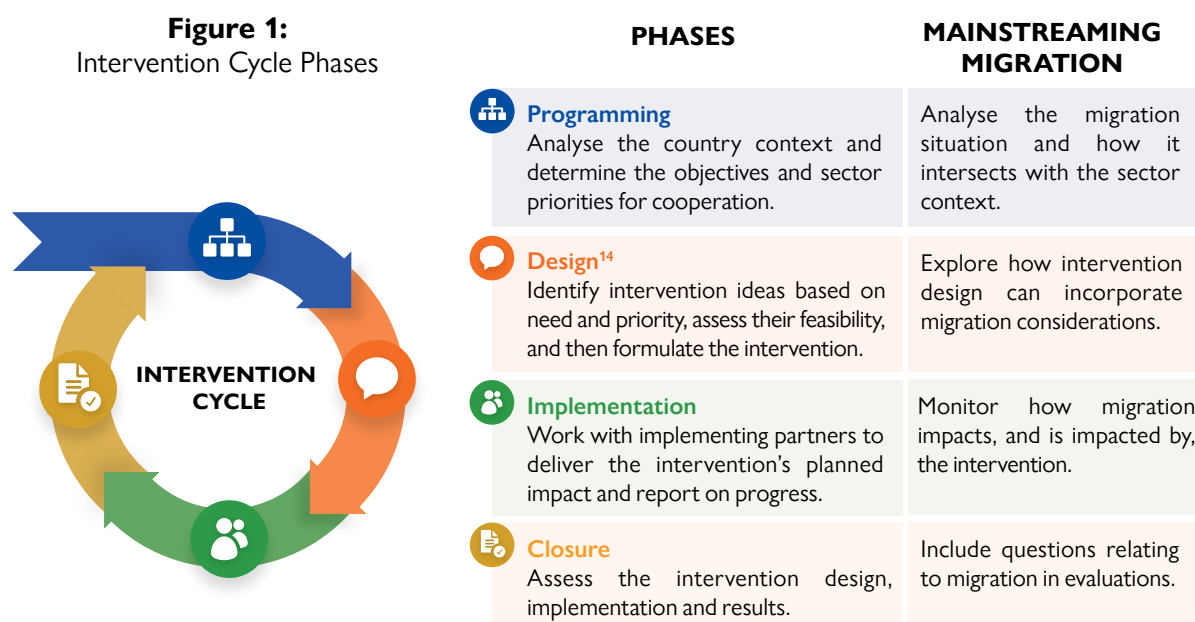
TOOLS

WHY USE THESE TOOLS?

With the support of the tools in this Toolkit, international cooperation and development actors can operationalize a migration mainstreaming approach. This means understanding how migration – in all its forms¹² – can be integrated in the design, implementation, and/or evaluation of education interventions, based on the context. Integrating migration into education interventions not only supports the inclusion of migrants, but also enhances development cooperation interventions by making them more coherent and effective.

WHEN AND HOW TO USE THE TOOLS?

The tools are intended to be used at the various phases of the intervention cycle.¹³ They include guiding questions, checklists, and examples of project interventions to help users explore the concepts and connections with migration. The tools are designed to be adapted and used, regardless of region, country, and/or other contextual factors. They are not intended to be prescriptive, but rather guide or inform the mainstreaming of migration throughout the intervention cycle:



12. See the [Glossary of Terms](#) for more information.

13. The above intervention cycle phases are those used by the European Commission in its international cooperation and development programming. However, different organizations use different language to describe the phases of the project or programme cycle. Despite the differences in language, in general most organizations and agencies follow a similar approach to planning, management, monitoring and evaluation of their development cooperation interventions, and therefore the approach used in this Toolkit should still be applicable.

14. According to DG INTPA guidance, Identification (early design) and Formulation (final design) phases could be merged into a single design phase, considering pragmatically that an intervention might not be fully identified until it is formulated.

Figure 2:
Breakdown of the Tools

Tool 1: Quick Diagnostic

Provides an entry point for mainstreaming migration.



Tool 7: Theory of Change

Helps with the formulation of the results logic of an intervention, including ensuring that it incorporates and responds to migration-related factors identified.



Tool 2: Situation Analysis

Gathers information and evidence to inform a more nuanced understanding of the connection between migration and education in a given context.



Tool 8: Indicator Bank

Provides a comprehensive set of indicators (aligned with the SDGs) that can be integrated, or adapted for, an intervention.



Tool 3: Policy Checklist

Explores the governance environment in relation to migration and education in a given context.



Tool 9: Project Design Checklist

Offers a quick reference tool to ensure that migration has broadly been mainstreamed into project design.



Tool 4: Stakeholder Analysis

Identifies which stakeholders should be consulted during programming and, as well as those who may be suitable partners and/or beneficiaries (direct and indirect) for an intervention.



Tool 10: Project Monitoring Checklist

Provides a quick reference tool to identify the extent to which migration has been integrated into project activities.



Tool 5: Problem Analysis

Unpacks barriers or bottlenecks, from a migration perspective, and arrives at potential interventions to address them.



Tool 11: Project Evaluation Checklist

Offers a quick reference tool to evaluate how well migration was mainstreamed in an intervention.



Tool 6: Risk Analysis

Highlights potential migration-related risks to interventions, as well as measures to mitigate these.



TOOL 1: QUICK DIAGNOSTIC

Why use this tool?

The Quick Diagnostic is intended to be a 'starting point' to mainstream migration within an intervention. It can help to identify areas where migration could be integrated within the Programming Document or Action Document¹⁵ and provides a foundation to further explore the subsequent tools.

When to use this tool?

This tool should be the first point of reference for mainstreaming migration into an intervention. However, it can be used at any, or all, phases of the cycle.



How to use this tool?¹⁶

The user can reflect on the questions to explore the different areas (e.g. justification, stakeholders, results) within a Programming Document or Action Document where migration could be (or was) mainstreamed. The Guiding Principles in Annex IV should also be kept in mind when using this tool. Depending on the need, other tools can be consulted to better understand and address the areas requiring further attention.

Areas	Questions
Analysis and Justification	Has an analysis been conducted on the migration-related situation and the linkages between migration and education (e.g. student mobility, displacement, family separation)? <i>For support, go to the Situation Analysis Tool</i>
Stakeholders and Participation	Are migration-related groups, associations, or the relevant migration unit involved in the design, implementation, and evaluation of the intervention? <i>For support, go to the Stakeholder Analysis Tool</i>
Policy Dialogue	Has the specific situation of migrants and communities affected by migration been raised in discussion with public authorities? <i>For support, go to the Policy Checklist Tool</i>
Results Framework	Are the outcomes, outputs and activities designed to meet the different needs and/or facilitate the inclusion of migrants and communities? Is there a migration-related specific objective or result which is backed by at least one indicator, and for which evidence is (or will be) available? <i>For support, go to the Theory of Change Tool</i>

15. These documents are those used by the European Commission in its international cooperation and development indicative programming and formulation of interventions. However, different organizations use different language to describe project documents. Despite the differences in language, in general most organizations and agencies follow a similar approach.
16. This tool can be used irrespective of the sub-sectors of interest or in focus.

Data and Statistics	Have data and indicators for the intervention been disaggregated by migration status, gender, and age where appropriate and applicable? <i>For support, go to the Indicator Bank Tool</i>
Budget	Have adequate financial resources been allocated for effective mainstreaming actions (vis-à-vis per cent of total budget)?
Guiding Principles	Have the guiding principles been considered and adequately reflected in the intervention? <i>For support, go to Annex IV: Guiding Principles</i>



Based on your context, take note of the areas where migration could be mainstreamed.

TOOL 2: SITUATION ANALYSIS

Why use this tool?

The Situation Analysis can be used to help gather information and evidence to inform a more nuanced understanding of the connection between migration and education in the country or region in focus.

When to use this tool?

The tool can be used at the start of the programming phase or as part of the context analysis in the design phase.¹⁷



How to use this tool?

The user can use this as a stand-alone situation analysis, or as a complement to one traditionally conducted for education interventions, to ensure that they are sensitive to migration dimensions.¹⁸ The questions are organized by different types of migration (see the [Glossary of Terms](#) for related definitions). The data sources provided below in [Annex V](#) can be referenced when responding to the questions.

Quick links to further resources





[Education Sector Analysis Methodological Guidelines \(ESAMG\)](#) (Volume 1, 2, 3): provides methods for carrying out a comprehensive analysis of the education sector in developing countries. As a core point of reference for situational analysis in the education sector, linkages to these Guidelines are reflected in the questions below.

[UNICEF's determinant analysis framework](#): helps planners identify specific types of barriers that impact children's access to education. This approach has informed the formulation of the questions below.







[ILO's Guide on making TVET and skills development inclusive for all](#): presents a self-assessment checklists that helps determine an initial understanding of the factors contributing to exclusion. These checklists have helped inform the questions below.





See more in [Annex III: Other Sector-Specific Guidance and Tools](#)

17. During the design phase, context analysis, policy analysis and stakeholder analysis are not performed in a sequential manner: they are iterative processes and feed into one other.
18. The Education Sector Analysis (ESA) is an evidence-based examination (usually based on existing data) of the entire education system, from pre-primary to high education (including technical and vocational education and training and non-formal education). The Education Sector Plan (ESP) builds on the findings of the ESA. As such, it is critical that the ESA provides a comprehensive picture of the ECE sub-sector.

Type of migration ¹⁹	Questions
<p>Immigration</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> 1. Do migrant children and other potential learners have access to education and/ or other learning opportunities (formal or informal, lifelong learning)? 2. What proportion of school-aged children are migrants, and what are their demographics (sex, age, nationality, among others)? Where are they located? 3. Are migrants included in the national/public education system? Or are there parallel systems in place? 4. How many people enrolled in higher education are migrants? How many people enrolled in TVET are migrants? What are their demographics (sex, age, among others)? 5. Are education participation rates for migrant children comparable to those of learners from the host country? What factors contribute to this (eg. enrolment policies, distance, cost)? 6. Is the national curriculum migration sensitive? Does it reflect/ refer to migrants or migration? Does it promote inclusion, social cohesion, and diversity? 7. Do migrants achieve similar learning outcomes as the general population in their countries of destination? <p><i>Also refer to Ch. 1, 2 and 7 of the ESAMG</i></p> <p> Note whether any of these migration situations are relevant to your context.</p> <div data-bbox="435 920 1329 1010" style="border: 1px solid #ccc; height: 40px;"></div>
<p>Emigration, remittances and diaspora</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> 1. Are people migrating to acquire a better education? What evidence is there that people are leaving the region, country, or community because of lack of access to quality education? 2. Are there skilled education professionals (teachers, academics) in the diaspora? Where are they geographically located? 3. Are diaspora channelling remittances or skills transfers that support educational outcomes in the community of origin? 4. Are households receiving remittances spending them on education? 5. How does household migration affect schooling rates? Are there additional caring roles placed on children as a result of the migration of other family members? <p><i>Also refer to Ch. 3, 4 and 5 of the ESAMG</i></p> <p> Note whether any of these migration situations are relevant to your context.</p> <div data-bbox="435 1491 1329 1581" style="border: 1px solid #ccc; height: 40px;"></div>

19. Please refer to the [Glossary of Terms](#) for definitions of the migration types.

Type of migration ¹⁹	Questions
<p>Labour migration</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> 1. Do migrant workers have higher or lower levels of education compared to workers in the country of destination? 2. Are migrants typically able to utilize their education and skills in destination countries, or do they face underemployment or overqualification? 3. Does the country have gaps in education professionals and/or experts that could be filled by migrant workers? Are there particular labour gaps that need to be filled to transition to a low carbon economy? 4. Is the country experiencing high migration levels of teachers? What are some of the factors contributing to this? 5. Are there any mechanisms in place to facilitate the assessment and recognition of migrants' educational qualifications, including technical and vocational skills? 6. Are migrants able to access lifelong learning opportunities compared to workers in the country of destination? <p><i>Also refer to Ch. 2, 3, 4, 5, 8, 9, 10 of the ESAMG</i></p> <p> Note whether any of these migration situations are relevant to your context.</p> <div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>
<p>Return migration</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> 1. Are return migrants' skills and education able to be drawn on? Are they able to use skills and education gained abroad to support their reintegration? 2. Are the education and skills received by migrants abroad recognized upon their return, or do returning migrants experience barriers in continuity of education? 3. Are there geographic disparities in access to quality education for return migrants, for instance between rural and urban areas? 4. Are there pathways to further lifelong learning for returning migrants? <p><i>Also refer to Ch. 4, 8 of the ESAMG</i></p> <p> Note whether any of these migration situations are relevant to your context.</p> <div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>
<p>Environmental migration</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> 1. Are natural hazards, disasters, or environmental degradation impacting education in the country or region? Are schools able to stay open? Have teachers and personnel left? 2. Does the curriculum include disaster risk reduction and climate adaptation? 3. Are education systems resilient to the impacts of climate shocks, hazards, and stressors? Do schools have disaster risk reduction plans in place? 4. Are climate change impacts influencing livelihood opportunities and household incomes? Does this have an impact on school attendance and attrition rates? <p><i>Also refer to Ch. 1, 11 of the ESAMG</i></p> <p> Note whether any of these migration situations are relevant to your context.</p> <div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>

Type of migration ¹⁹	Questions
<p>Displacement</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> 1. What number and percentage of displaced populations, including refugees, are school-aged children? What are their demographics (sex, age, among others)? 2. Do displaced children have access to (quality) education and training? If not, what are the barriers and how are they experienced across different gender groups? 3. What is the quality of education in camp settings and the availability/access in non-camp settings? 4. Is the education system (recruitment of teachers, design and delivery of curricula, classroom pedagogy etc) inclusive of displaced persons and host communities? 5. Are crises occurring in neighbouring countries that could lead to an increase in displaced persons entering the education system? Does the education system have enough capacity to absorb such flows? 6. What are the safeguards in place to ensure continuity of education for learners following displacement? 7. Can displaced teachers (at all levels of the education system) access employment in countries of transit or destination? <p><i>Also refer to Ch. 1, 12 of the ESAMG</i></p> <p> Note whether any of these migration situations are relevant to your context.</p> <div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>
<p>Migrants in vulnerable situations²⁰</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> 1. Are school aged children vulnerable to irregular migration and/or human trafficking? Does this differ according to gender and/or age? 2. Does the education system or curriculum include awareness raising on irregular migration and/or other prevention measures? 3. Are referral mechanisms in place that respond to the educational needs of unaccompanied and separated migrant children, victims of human trafficking, or other vulnerable migrants? 4. Are migrants in situations of vulnerability²¹ granted the same access to education as the general population? 5. Are the retention rates of migrant students in school comparable to those of the general population? Does this differ according to gender? 6. Do educational settings provide opportunities for migrant children to access mental health and psychosocial support? <p> Note whether any of these migration situations are relevant to your context.</p> <p><i>Also refer to Ch. 1, 9, 10, 11 of the ESAMG</i></p> <div style="border: 1px solid #ccc; height: 30px; width: 100%;"></div>

20. For more information, please see IOM Handbook on Protection and Assistance for Migrants Vulnerable to Violence, Exploitation and Abuse (IOM, 2019)

21. This can include victims of human trafficking, migrants with irregular immigration status, unaccompanied and separated migrant children, among others

TOOL 3: POLICY CHECKLIST

Why use this tool?

The Policy Checklist can help to explore the governance environment in relation to migration and education in a given country or region. It can help understand the policy landscape²² which could be reflected in Programming Documents or Action Documents²³ and/or may influence the implementation and overall impact of an intervention.

When to use this tool?

This tool can be used in the programming or design phase. It complements the analysis done in the *Situation Analysis* (Tool 2) and *Stakeholder Analysis* (Tool 4).



How to use this tool?






The user can go over the checklist to identify relevant policies, reflect on whether they address the needs of migrants and communities, and understand where there are gaps which may require further attention in the design phase. This tool starts with cross-cutting policy-related considerations which are relevant to all sub-sectors. Further questions are then organized by sub-sector in order to align with the areas of potential interest or focus to the user. Key policy frameworks or strategies to keep in mind are referenced in *Annex I*.

Sub-sectors	Questions	Yes	No
Cross-cutting 	1. Has the country ratified relevant international and regional human rights conventions and/or committed to international frameworks (mentioned in <i>Annex I</i>)?		
	2. Is the country making progress on SDG targets related to education and migration (see <i>Annex VI</i>)?		
	3. Are national or subnational level laws or regulations migration sensitive (e.g. irregular migrants can access without fear of being deported)? Do these facilitate migrant learners' access to education (including non-formal)?		
	4. Are there strategies or plans in place to provide education opportunities tailored to the needs of migrant learners, both children and adults?		
	5. Is migrant sensitive education factored into, or can be factored into, humanitarian response plans, risk reduction and mitigation strategies to minimize disruptions to education in the event of crises?		

22. EU cooperation remains guided by the EU policy framework and partner countries priorities, with the 2030 Agenda, the SDGs and the new European Consensus on development at the core of the programming process. See *Annex II* for more information on EU development cooperation in this sector.

23. These documents are those used by the European Commission in its international cooperation and development indicative programming and formulation of interventions. However, different organizations use different language to describe project documents. Despite the differences in language, in general most organizations and agencies follow a similar approach.

Sub-sectors	Questions	Yes	No
...	<p>6. Are there contingency plans in place for schools to provide distance learning for migrant learners in vulnerable situations (such as VOTs)?</p> <p>7. Do national education policies and plans take into consideration the benefits of lifelong learning opportunities for migrant learners and/or communities?</p> <p>8. Do policies facilitate the migration of highly skills workers, such as teaching professionals, to meet labour demands in the education sector?</p> <p> Note what policy considerations or gaps should be taken into account.</p> <div data-bbox="427 600 1321 694" style="border: 1px solid #ccc; height: 40px;"></div>		
Early childhood development and pre-primary education 	<p>1. Do existing policies make it challenging for migrant children to access pre-primary education?</p> <p>2. Are there policies or mechanisms in place in pre-primary and early childhood institutions to foster the inclusion of migrants and intercultural understanding?</p> <p>3. Do early childhood development and pre-primary education policies provide for the particular linguistic, cultural, religious and other needs of migrant children?</p> <p> Note what policy considerations or gaps should be taken into account.</p> <div data-bbox="427 1093 1321 1187" style="border: 1px solid #ccc; height: 40px;"></div>		
Primary and secondary education 	<p>1. Do all migrants have the same status as citizens in accessing government-funded primary and secondary education?</p> <p>2. Are there mechanisms in place for the recognition of qualifications or of prior learning in place, to support admission to primary and secondary education?</p> <p>3. Are there bridging programmes available to migrant children or youth who have fallen behind in their education?</p> <p>4. Do national and/or local education policies and plans include provisions for (re)integrating migrants into primary and secondary national education systems?</p> <p>5. Do education policies include measures to improve the retention of migrant students and communities affected by migration in primary and secondary education?</p>		

Sub-sectors	Questions	Yes	No
...	<p>6. Are there policies or mechanisms in place in primary and secondary educational institutions to foster the inclusion of migrants and intercultural understanding?</p> <p>7. Are their policies in place to support the transition from school to work for migrant and non-migrant graduates?</p> <p> Note what policy considerations or gaps should be taken into account.</p> <div data-bbox="427 481 1323 571" style="border: 1px solid #ccc; height: 40px;"></div>		
<p>Higher education</p> 	<p>1. Are there legal provisions in the host community that make it challenging for migrants to receive a higher education?</p> <p>2. Are there policies in place to facilitate student mobility in relation to accessing higher education?</p> <p>3. Are there mechanisms in place for the recognition of higher education qualifications or of prior learning in place?</p> <p>4. Does the country allow equal access to university education for all international students (e.g. fees, access to specific courses, etc.)²⁴</p> <p>5. Have strategies been developed to ensure that quality higher education for migrants can continue even when spatially distant?</p> <p>6. Are there mechanisms in place to ensure those who lack documentation of higher education qualifications (e.g. displaced persons who had to flee) can still access quality education?</p> <p> Note what policy considerations or gaps should be taken into account.</p> <div data-bbox="427 1198 1323 1288" style="border: 1px solid #ccc; height: 40px;"></div>		
<p>Technical and vocational education and training</p> 	<p>1. Are there legal provisions in the host community that make it challenging for migrants to receive technical or vocational education?</p> <p>2. Are employment, migration, and education policies coordinated to better ensure that migrants skills match labour market needs?</p> <p>3. Have non-formal education and training opportunities for migrants and non-migrants been mentioned within national education policies and plans?</p> <p>4. Does skills development feature in national and regional policies on education and economic development?</p> <p> Note what policy considerations or gaps should be taken into account.</p> <div data-bbox="427 1736 1323 1825" style="border: 1px solid #ccc; height: 40px;"></div>		

24. This question is taken from IOM's Migration Governance Indicators (MGI).

TOOL 4: STAKEHOLDER ANALYSIS

Why use this tool?

The Stakeholder Analysis can be used to identify which stakeholders should be consulted during programming, as well as those who may be suitable partners and/or beneficiaries (direct and indirect) for the intervention. This tool helps establish the potential experiences, role, and needs of the various stakeholders in a given country or region.

When to use this tool?

This tool is for use during the programming or design phase. It complements the analysis done in the [Situation Analysis \(Tool 2\)](#) and [Policy Checklist \(Tool 3\)](#).





How to use this tool?



The user can review the questions in this tool to explore the different stakeholder groups that could be engaged and how. The questions are organized by stakeholder group and provide a starting point to gather information on whether the stakeholders could:



- Provide contextual information to inform programming based on their **experience** (i.e. stakeholders to consult during programming or design);
- Be potential partners and/or implementors who can support the achievement of the intervention results based on their **roles** (i.e. stakeholders that could be an implementing partner), and/or;
- Be beneficiaries (direct or indirect) of the intervention based on their **needs**.

Users are encouraged to review the questions in each column of the stakeholder analysis to identify areas of relevance and then use the “check” boxes to indicate the most relevant stakeholders in each category. Prior to using the tool, it is recommended to broadly identify the stakeholders that are present in your country or region.

Stakeholders	Questions		
	Experience	Roles	Needs
<p>Migrants (of all genders and ages, including diaspora, displaced persons, migrants in vulnerable situations or return migrants)</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> Do migrants encounter any difficulties in accessing education? If so, what are they? How do the education needs or experiences of migrants differ from those of the general population? 	<ol style="list-style-type: none"> In what ways are migrants contributing to education systems and/or the provision of education? Are migrants involved in education planning or projects? Are there established partnerships with diaspora communities to help fill or identify gaps in education systems? 	<ol style="list-style-type: none"> Are the most vulnerable migrant children who are out of school being reached? Are migrants needs accounted for to ensure delivery of and access to quality education for all? Is there scope to address any barriers that migrants face to learning or accessing quality education?
	Click if should be consulted:	Click if should be a partner:	Click if should be a beneficiary:
<p>Communities impacted by migration</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> How is migration impacting the education of those in the host community? What are community perceptions of migrants? 	<ol style="list-style-type: none"> Are communities providing migrants with the information and tools to support access to education? Is there scope to engage communities affected by migration as agents for change to help strengthen migrants' access to quality education? 	<ol style="list-style-type: none"> How could migration help to remove barriers to education (i.e. migrating to access education; remittances contributing to education fees)? Are communities affected by the migration of educational professionals (immigration and/or emigration)? How can this best be managed and/or utilized to meet the needs of the community?
	Click if should be consulted:	Click if should be a partner:	Click if should be a beneficiary:

Stakeholders	Questions		
	Experience	Roles	Needs
<p>National governments (including institutions in charge of migration governance, development planning, sector policies, and national–local dialogue)</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> Which are the key national government entities responsible for education and migration? How do national government stakeholders' understanding of, and policies towards, migration impact educational opportunities for migrant learners and communities? 	<ol style="list-style-type: none"> How are different ministries working together to improve education outcomes for migrants and communities? What can be done to strengthen this? Are public authorities channeling the resources needed to ensure the right to quality education is fulfilled for migrants and communities? 	<ol style="list-style-type: none"> Do national government entities responsible for education have the awareness and understanding, as well as the capacity, to integrate migration in their plans or programmes? Does the National Office responsible for Statistics disaggregate education-related data by migration status?
	Click if should be consulted:	Click if should be a partner:	Click if should be a beneficiary:
<p>Subnational governments (including municipalities, city authorities and district/ regional councils)</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> What is local government stakeholders' understanding of, and policies towards, the linkages between migration and education? Does this affect overall education access and delivery at local level for migrants and/or communities? Are local governments registering migrants to ensure their access to basic services, including education? 	<ol style="list-style-type: none"> What level of autonomy do city administrations have in implementing and formulating interventions related to migration and education? Are subnational governments implementing national education policies in a way that is mindful of the needs of migrant groups? Is there coordination between relevant subnational administrations responsible for migration and education? 	<ol style="list-style-type: none"> Are subnational governments aware of the specific needs and experiences of migrants and how these can impact education outcomes? Do they have the capacity to respond effectively to these needs? Do local-level education plans, policies, and curriculum consider migration or migrants?
	Click if should be consulted:	Click if should be a partner:	Click if should be a beneficiary:

Stakeholders	Questions		
	Experience	Roles	Needs
<p>Civil society (including academic institutions, training institutions, NGOs, faith-based organizations, the media, workers' organizations, and religious and traditional leaders)</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> Which civil society stakeholders have experience or expertise working on migration and education? What is the level of engagement between government and civil society actors on migration and education? What are some of the key opportunities that civil society organizations can bring in this space, and what challenges do they face? 	<ol style="list-style-type: none"> What ways are civil society organizations being engaged to support migration-related research and advocacy? Are there civil society organizations representing the rights and needs of migrants? If so, what is their role? How are universities and other research institutes mobilized to provide data and evidence on migration? 	<ol style="list-style-type: none"> How is the media influencing public perceptions of migration, and how does this relate to education? Are there opportunities for civil society organizations to provide non-formal education and lifelong learning opportunities to migrant learners? What capacities and support do they need to do so? Do civil society organizations have the resources, tools, and know-how to represent migrants effectively?
	Click if should be consulted:	Click if should be a partner:	Click if should be a beneficiary:
<p>Private sector (including industry and employer associations)</p> <p><i>Relevant sub-sectors:</i></p> 	<ol style="list-style-type: none"> Have employer associations contributed to discussions regarding the recognition of international qualifications, including through social dialogue? Are remittances benefitting the private sector? To what extent do migrants have access to private education or learning opportunities? 	<ol style="list-style-type: none"> What role do employers play in providing migrant workers education or learning opportunities to refine their skills and expertise? To what extent are the private sector involved in developing learning to earning pathways for migrants to fill skills gaps? Are there training institutions in the community that are training professionals with a migrant background? 	<ol style="list-style-type: none"> Do employers need support in understanding and providing learning and training opportunities for all workers (including migrants)? Do private education establishments need support to adequately respond to the needs of migrant learners?
	Click if should be consulted:	Click if should be a partner:	Click if should be a beneficiary:

Stakeholders	Questions		
	Experience	Roles	Needs
International organizations Relevant sub-sectors: 	1. Which international actors are engaged in programming, or have expertise in the migration and education? ²⁵	1. Are international organizations (such as IOM, UNHCR, UNICEF, UNESCO, ILO, the World Bank and other UN entities) active on migration-related topics, being engaged as technical partners or implementing agencies?	1. Are mechanisms supported by international organizations drawn on to exchange information and build partnerships on migration and education?
	Click if should be consulted:	Click if should be a partner:	Click if should be a beneficiary:
Other development cooperation agencies Relevant sub-sectors: 	1. Do development cooperation agencies have past, ongoing, or upcoming interventions of relevance on migration and education?	1. Is there a sector-wide coordination mechanism on education? If so, does it include migration?	1. How are agencies sharing migration-related data, experiences, and other resources of use for education programming?
	Click if should be consulted:	Click if should be a partner:	Click if should be a beneficiary:

Quick reference to potential stakeholders		<i>Click if relevant</i>
Key UN partner(s)	Global Partnership for Education, ILO, IOM, UNESCO, UNHCR, UNICEF, World Bank	
Key government partners	Entity responsible for education	
	Entity responsible for interior/home affairs	
	Entity responsible for labour/employment and social services	
	Entity responsible for finance	
	Entity responsible for gender and youth	
Other potential partners	Entity responsible for child welfare and child protection	
	NGOs promoting non-formal education	
	Teachers associations	
	Schools, Universities and other education institutions (including private educational institutions)	
	Migrant associations	
	Diaspora associations	

25. For example, Early Childhood Action Network (ECDAN), Global Partnership for Education (GPE), UNESCO Institute for Education Planning (IIEP), UNESCO Inter-Agency Network on Education in Emergencies (INEE), and Education Cannot Wait (ECW).

TOOL 5: PROBLEM ANALYSIS

Why use this tool?

The Problem Analysis is useful to unpack barriers or bottlenecks, from a migration perspective, that may have been identified during the programming phase and to arrive at potential interventions to address them.


When to use this tool?



This tool can be used during the design phase of the cycle.





How to use this tool?

The user can review the examples provided of potential problems linked to migration and education in the various sub-sectors of interest or in focus. There are also cross-cutting problems referenced that can have an impact on all sub-sectors. Based on which problems are most relevant to the given context, the user can then consult the list of possible interventions (i.e. priority areas for support) to respond to the problem(s) that were identified. When conducting a problem analysis, it is important to consider problems facing different socioeconomic groups, including gender and age differences, as well as the needs of persons with disabilities and migrants in situations of vulnerability, such as victims of human trafficking, unaccompanied and separated migrant children, or irregular migrants.

Sub-sectors	Examples of problems identified	Potential interventions
<p data-bbox="213 259 387 293">Cross-cutting</p> 	<p data-bbox="416 259 692 584">Unexpected migration, particularly migration resulting from displacement, can put pressure on education systems, which can result in large class sizes, teacher shortages, inadequate school supplies, among other things.</p>	<ol data-bbox="735 259 1380 1144" style="list-style-type: none"> 1. Integrate education programming into interventions that respond to crises, particularly where the crisis results in displacement by establishing and/or maintaining short and long-term education access that is safe and secure for all children and other learners. 2. Consider blended approaches to learning, including through formal or non-formal educational provision, or through distance and/or home-based learning to respond to large class sizes, shortage of teachers, learners with differing educational needs, including language needs. 3. Work with the partner country to support the integration of displaced persons in educational settings by establishing or strengthening mentoring schemes, tuition, language or cultural orientation courses, or support in the classroom, targeted to the particular needs of displaced children and other learners. 4. Respond to the psychosocial and other support needs of displaced children and other learners to promote their well-being and integration in the education system. 5. Support the development of community-based committees to facilitate the engagement of displaced populations, as well as host communities, in planning and/or delivering of educational programmes during times of crisis.
	<p data-bbox="416 1173 692 1498">School infrastructure can be damaged as a result of crises, and schools are often used as temporary shelter or for other purposes, creating strains on access to education, as well as, quality and learning achievements more broadly.</p>	<ol data-bbox="735 1218 1380 1453" style="list-style-type: none"> 1. Build in recovery costs for the education sector in emergency planning and crisis response. 2. Support construction and/or rehabilitation of educational infrastructure in emergency planning and crisis response. 3. Consider non-formal and/or blended learning approaches that respond to infrastructural challenges.
	<p data-bbox="416 1520 692 1693">Protracted displacement can severely impact the quality and continuity of education that migrants receive.</p>	<ol data-bbox="735 1520 1380 1727" style="list-style-type: none"> 1. Support interventions that are adapting innovative approaches to address education disruption, dropout, and poor quality of learning during protracted crises. 2. Offer psychosocial support and mental health services to migrants whose education has been negatively impacted by crisis or conflict.
	<p data-bbox="416 1756 692 1991">Prejudices and hostility between members of different cultures can prevent migrants from engaging in education or other learning activities.</p>	<ol data-bbox="735 1756 1380 1939" style="list-style-type: none"> 1. Develop safe spaces for inter-group contact and interaction. 2. Engage with mentors and role models from the same ethnic background to assist the integration migrants and their families.

Sub-sectors	Examples of problems identified	Potential interventions
...	<p>Migrants digital skills and access to technologies may be limited thus preventing them from exploring distance learning and online education tools.</p>	<ol style="list-style-type: none"> 1. Provide mentorship and support to migrants to help them get acquainted with digital learning and online tools. 2. Develop basic/low-tech, and cost-effective, design and platforms for digital learning to ensure that they are as accessible as possible to all. 3. Find alternative learning methods, curricula, and platforms that can be tailored to the needs of migrants, such as use of TV, radio, and print-based media, as well as Apps, YouTube videos, and other dedicated platforms. 4. Provide blended learning opportunities (i.e. combining formal and non-formal education; distance and classroom based) when possible, to support flexibility in learning.
<p> Note any potential interventions that should be considered.</p> <div data-bbox="215 824 1369 913" style="border: 1px solid #ccc; height: 40px;"></div>		
<p>Early childhood development and pre-primary education</p> 	<p>The early childhood development and pre-primary education system does not appropriately address the specific educational and psychosocial needs and vulnerabilities of migrant children and their families.</p>	<ol style="list-style-type: none"> 1. Train early childhood development specialists in skills needed to develop learning environments that are sensitive to the learning needs of migrant children of pre-primary age (including cultural, language and psychosocial support needs). 2. Raise awareness within the early childhood development and pre-primary education sector on the importance of education in supporting the broader integration of migrant children and their families, and helping to ensure they reach their full potential.
	<p>Disparities exist between migrant and non-migrant children's early childhood development and pre-primary education outcomes based on their socioeconomic status and gender.</p>	<ol style="list-style-type: none"> 1. Ensure that funding allocations sufficiently prioritize pre-primary education to counter the patterns of marginalization and improve equity. 2. Offer programmes such as flexible childcare arrangements and transport to early childhood education centres to mitigate barriers that migrant families face in accessing early childhood education.

Sub-sectors	Examples of problems identified	Potential interventions
...	<p>Teachers do not have adequate capacity to respond to the specific early childhood development and pre-primary education needs of migrant children and their families.</p>	<ol style="list-style-type: none"> 1. Incorporate migration-related topics, including the particular needs of migrant children, into training curriculum for early childhood development and pre-primary education specialists. 2. Provide in-service training for early childhood development and pre-primary education specialists. 3. Consider migration-related dimensions in the hiring of teaching personnel for early childhood development and pre-primary education settings, including consideration of language, culture and other factors.
<p> Note any potential interventions that should be considered.</p> <div data-bbox="215 705 1369 790" style="border: 1px solid #ccc; height: 38px;"></div>		
<p>Primary and secondary education</p> 	<p>Lack of quality primary and secondary education and equity of learning causes tensions between migrants and community members.</p>	<ol style="list-style-type: none"> 1. Work with partners to facilitate the inclusion of migrant children and youth in the national education system to strengthen social cohesion. 2. Provide assistance that targets poorer communities to improve the equity of learning outcomes, including reading and writing. Such assistance could include: mentorship programmes, cash transfer schemes, and scholarships. 3. Work with the national education body to include diversity and intercultural understanding in the national curriculum at all levels and stages of primary and secondary education, including for the transition from school to work. 4. Develop curricula that help children overcome any language and cultural barriers, as relevant to age and stage of learning (i.e. primary and secondary schooling), and in preparation for the transition from secondary education to work and/or further education or learning (UNICEF, 2016).



Sub-sectors	Examples of problems identified	Potential interventions
...	<p>Migrant children’s access to primary and secondary education is restricted or limited.</p>	<ol style="list-style-type: none"> 1. Support partner countries’ efforts to review and enhance legal frameworks and revise administrative provisions that hinder migrant children’s access to quality primary and secondary education. 2. Work with governments and/or schools to remove financial barriers that prevent vulnerable children and youth, including migrants, from accessing education (e.g. minimizing school fees, establishing scholarship programmes, and providing financial assistance) (UNICEF, 2021). 3. Institute firewalls between law enforcement and schools, as well as protection authorities, to support access to primary and secondary education, regardless of migration status (UNICEF, 2016). 4. Support interventions that introduce innovative and inclusive approaches to learning to address disruption, dropout and poor quality of primary and secondary education during protracted crisis. 5. Support interventions that address the particular learning needs of migrant children in situations of vulnerability, including victims of human trafficking, unaccompanied and separated minors, who are of primary or secondary school age. 6. Offer psychosocial support and mental health services to migrants whose education has been negatively impacted by crisis, conflict, abuse, neglect, violence or exploitation.
	<p>Challenges in ensuring continuity of primary and secondary education for migrant children between countries or communities of origin, transit, destination and return.</p>	<ol style="list-style-type: none"> 1. Work with partner countries to overcome unclear legal and administrative processes that may make it difficult for migrants’ previous educational attainment to be recognized. 2. Provide support to education authorities to establish effective mechanisms for the recognition of education qualifications. 3. Provide additional support to migrant children when necessary, including language and catch-up classes. 4. Support the establishment of support programmes (e.g. those switching to a new language of instruction need bridging programmes with qualified teachers, while those whose education has been interrupted require accelerated learning to help them to catch up) for primary and secondary age migrant children during transition periods of their education (UNICEF, 2019). 5. Work with civil society organizations to provide supplementary educational support for primary and secondary age migrant children.

Sub-sectors	Examples of problems identified	Potential interventions
	Primary and secondary teachers do not have adequate capacity to respond to the specific needs of migrant children.	<ol style="list-style-type: none"> 1. Incorporate migration-related topics, including the particular needs of migrant children, into training curriculum for primary and secondary school teachers. 2. Provide in-service training on migration-related topics for primary and secondary school teachers. 3. Consider migration-related dimensions in the hiring of primary and secondary school teaching personnel, including consideration of language, culture and other factors.

 Note any potential interventions that should be considered.

Higher education 	Lack of employment opportunities can drive highly skilled persons to migrate.	<ol style="list-style-type: none"> 1. Support social dialogue and research to understand the alignment between higher education, skills, and the local labour market (supply and demand), taking into consideration migration as a potential strategy or barrier. 2. Support the government in promoting active labour market programmes that help students gain decent employment upon graduation.
	Migrants' access to higher education is limited because of legal restrictions based on migration status and their socioeconomic situation.	<ol style="list-style-type: none"> 1. Support the country in efforts to review and enhance legal frameworks and administrative provisions to improve migrants access to higher education. 2. Introduce measures for the recognition of foreign qualifications and recognition of prior learning to facilitate migrant's access to higher education. 3. Support the conclusion of bilateral skills and talent partnerships between countries and/or international agreements on the mutual recognition of qualifications in key countries of origin and destination.
	Limited accreditation of the learning materials and courses adapted for distance learning may lead to a low engagement of migrants.	<ol style="list-style-type: none"> 1. Work closely with government entities and social partners to seek ways of adapting education plans and policies so that they are more flexible towards distance learning. 2. Ensure that migrants have access to distance learning approaches and curriculum are in line with requirements set out within education accreditation standards/guidelines.

 Note any potential interventions that should be considered.

Sub-sectors	Examples of problems identified	Potential interventions
<p data-bbox="212 257 376 376">Technical and vocational education and training</p> 	<p data-bbox="416 257 675 405">Limited opportunities for technical and vocational education and training for migrants.</p>	<ol data-bbox="735 257 1380 629" style="list-style-type: none"> 1. Support the partner country in efforts to review legal frameworks and administrative provisions that hinder migrants' access to technical and vocational training. 2. Support technical and vocational education and training through more equitable access across underserved regions. 3. Promote a closer involvement between education providers and the private sector, for example through work-based learning and apprenticeships based on social dialogue.
	<p data-bbox="416 656 675 804">Lack of recognition of migrants' prior formal and informal learning and qualifications is a barrier for inclusion.</p>	<ol data-bbox="735 656 1380 1028" style="list-style-type: none"> 1. Support the establishment of regulations or other frameworks that provide for the recognition of foreign qualifications and prior learning to facilitate migrants' (including returnees) access to TVET. 2. Support the implementation of Learning Passport or Yoma, where migrants can build their own verified digital CV. 3. Provide migrants with relevant labour market information and employment services to support their labour market integration based on their previous experiences.
<p data-bbox="212 1048 922 1093"> Note any potential interventions that should be considered.</p> <div data-bbox="212 1099 1369 1187" style="border: 1px solid #ccc; height: 39px;"></div>		

TOOL 6: RISK ANALYSIS

Why use this tool?

The Risk Analysis is useful for identifying potential risks²⁶ to interventions that have a migration-dimension (i.e. risks to the achievement of the objectives of the intervention), as well as measures to manage and/or mitigate these risks. Identifying potential risks during the design phase helps ensure that measures are in place during implementation to address them.

When to use this tool?

This tool can be used during the design phase.



How to use this tool?²⁷

The user can review the examples of possible migration-related risks to an intervention. The potential risks should be contextualized based on the country or region in focus and the dynamics at play. Based on the context, users can identify whether it is a high, medium, or low risk. Once potential risks are identified, this tool provides sample measures that can be built into programming to address the risk factors.

Examples of risks	Indicate risk level (Low (L), Medium (M), High (H))			Potential mitigation measures
	L	M	H	
National and/or local education plans, policies, or priorities are not coherent with the intervention.				<p>Evaluate education, employment and migration policies to identify bottlenecks.</p> <p>Develop key messages to advocate for inclusive education plans and policies, including the integration of migrants as well as other marginalized groups.</p>

26. The risks may relate to economic, political, social, environmental, climate, and security-related factors.

27. This tool can be used irrespective of the sub-sectors of interest or in focus.

Examples of risks	Indicate risk level (Low (L), Medium (M), High (H))			Potential mitigation measures
	L	M	H	
	Project activities may be blocked by certain government stakeholders.			
The intervention leads to resentment on the part of host communities, particularly those who are not eligible for the intervention.				<p>Ensure that the design of the intervention takes an area-based approach to benefit both migrant and non-migrant learners.</p> <p>Address the specific needs of other marginalized learners, including those at risk of being left behind.</p> <p>Develop key messages that communicate the benefits of the intervention to both migrants and nationals.</p> <p>Carry out social cohesion and integration programming that promotes trust-building between host communities and migrant groups (recognizing, and building on, the fact that educational settings are often central to social integration efforts more broadly).</p>
Severe hazards and conflict place strains on access, weaken demand, undermine quality, contribute to inequity, or erode learning achievements.				<p>Quantify and describe the extent to which risks impact education in general, and supply and demand in particular.</p> <p>Synthesize this information at the subnational level to easily characterize and rank education regions, provinces and districts.</p> <p>Study the correlation between risk and education indicators for access, internal efficiency, quality inputs, learning outcomes, and equity.</p>

TOOL 7: THEORY OF CHANGE

Why use this tool?

The Theory of Change helps to formulate the logic of an intervention, including ensuring that it incorporates and responds to migration-related factors identified. Doing so ensures that both that migration-related challenges are addressed, and migration-related opportunities are leveraged in order to achieve the intended results in the education sector. The results in the tool are in line with, and contribute to, the achievement of the SDGs.

When to use this tool?

This tool should primarily be used in the design phase, when the overall logic of an intervention is elaborated. The logic of the intervention will be informed by the analysis conducted in the programming phase as well as the [Problem Analysis \(Tool 5\)](#).



How to use this tool?

The user can draw on the generic set of results (at various levels) in the tool based on the sub-sector in focus in order to formulate the logic of an intervention. Many of the results reference migrants, displaced persons, and/or communities²⁸ in order to keep it open for the user to choose which term or stakeholder they want to target. The formulation of the results can be adapted and/or extracted from the tool to align with the specific needs in the country or region. The boxes below each result can be used to note which results are relevant and how they could be tailored to fit the logic of the intervention. To see whether the results align with SDG targets, see the relevant footnotes in the [Indicator Bank \(Tool 8\)](#) and [Annex VI: Examples of Relevant SDG Targets](#).

28. When mentioning communities within this tool, it could be the community of origin, destination, transit, or return depending on the country or region in focus.



CHANGE IN QUALITY OF LIFE

Migrant, displaced persons, and/or communities benefit from equal access to quality early childhood development and pre-primary education.

Migrants, displaced persons, and/or communities access free, equitable, and quality primary and secondary education.

Migrants, displaced persons, and/or communities benefit from equal access to affordable and quality higher education with recognized qualifications.

Migrants, displaced persons, and/or communities have improved access to technical and vocational education and training opportunities.

Add inputs for your context

SPECIFIC OBJECTIVES

INSTITUTIONAL AND BEHAVIOURAL CHANGE

1.1: Migrant and/or displaced children are accessing quality and safe pre-primary education.
1.2: Early education providers facilitate the inclusion of migrant and/or displaced children in their services.
1.3: Policymakers facilitate the inclusion of migrant and/or displaced children into safe, quality, and accessible early childhood development and pre-primary education policies.

2.1: Migrants, displaced persons, and/or communities are accessing free, safe, equitable and quality primary and secondary education.
2.2: Education providers factor the needs of migrants, displaced persons, and/or communities in curriculum planning, extra-curriculum programming, learning support services and/or distance learning.
2.3: Policymakers understand barriers and facilitate access to on-site and distance education for all regardless of nationality or migration status.
2.4: Policymakers facilitate social cohesion by ensuring migrant and/or displaced children are included in the host country's national education systems.

3.1: Migrants, displaced persons, and/or communities are equally accessing affordable, safe, and quality on-site and/or distance tertiary education.
3.2: Higher education providers provide opportunities for student mobility through initiatives such as joint degrees, exchange programmes, scholarships, and internships.
3.3: Policymakers expand available options for academic mobility (including scholarships).
3.4: Policymakers facilitate the mutual recognition of qualifications.

4.1: Migrants, displaced persons, and/or communities are accessing affordable and quality on-site, distance, and/or work-based technical and vocational education and training.
4.2: Education and training providers allow migrants and/or displaced persons to participate in on-site, distance, and/or work-based technical and vocational education and training.
4.3: Policymakers support the coordination between education and employment sectors to improve migrants' and displaced persons' economic and social inclusion.

Assumption
There is a political commitment for change and migrants do not face any barriers to engage

Add inputs for your context

Add inputs for your context

EXPECTED RESULTS

CHANGE IN KNOWLEDGE AND CAPACITY

1.1.1: Migrant and/or displaced families know their rights to quality pre-primary education and feel empowered to claim them.
1.2.1: Pre-primary education providers have the tools and know-how to facilitate the inclusion of migrant and/or displaced children.
1.2.2: Pre-primary education providers understand the different needs and barriers for migrant and/or displaced children to equal access to pre-primary education.
1.2.3: Policymakers implement coordination mechanisms between national and local authorities and pre-primary education providers to facilitate the inclusion of migrant and/or displaced children.
1.3.1: Policymakers have the know-how, tools and data to consider migrant and/or displaced children in policy and programmes related to pre-primary education.

2.1.1: Migrants, displaced persons, and/or communities know their rights to quality education and feel empowered to claim them.
2.1.2: Migrants, displaced persons, and/or communities have the know-how and the tools to access primary and secondary education.
2.2.1: Primary and secondary education providers understand the different needs and barriers for migrants, displaced persons, and/or community members to access both on-site and/or online primary and secondary education.
2.2.2: Education providers have the capacity and tools to integrate migrant and/or displaced children into education and early intervention activities, such as mentoring schemes, tuition support, languages courses, or targeted support in the classroom.
2.2.3: Multi-level coordination mechanisms are in place to prevent underage voluntary or forced labour and improve attrition rates.
2.3.1: Policymakers understand the barriers to migrant and/or displaced children's access to on-site and distance primary and secondary education, and have the capacity to put enabling conditions in place.
2.3.2: Policymakers have the know-how, tools, and data to mainstream migration and/or displacement considerations throughout the education sector's policies and programmes.
2.3.3: Policymakers have developed or implemented policies to implement relevant global commitments on access to education for all.
2.3.4: Policymakers dedicate targeted resources to schools with a high concentration of migrant and/or displaced children for integration activities in order to promote respect for diversity and inclusion, and to prevent all forms of discrimination, including racism, xenophobia and intolerance.
2.4.1: Policymakers and education providers have the know-how and resources to include migrants and/or displaced persons in national education systems to support social inclusion.

3.1.1: Migrants, displaced persons, and/or community members know to access quality tertiary education.
3.2.1: Higher education providers have the capacity to provide opportunities for joint degrees, exchange programmes, and internships.
3.2.2: Higher education providers have the knowledge to put enabling conditions in place for equal access to on-site and distance higher education.
3.3.1: Policymakers have the tools and capacity to implement pathways or schemes for student mobility.
3.3.2: Policymakers have increased capacity to adapt options and pathways for regular migration in a manner that optimizes education opportunities.
3.3.3: Policymakers understand the barriers which lead to underemployment of migrants.
3.4.1: Policymakers are able to develop standards and guidelines for the mutual recognition of foreign qualifications and non-formally acquired skills in different sectors in collaboration with the respective industries.
3.4.2: Policymakers have the capacity to conclude bilateral, regional, or multilateral mutual skills or qualification recognition agreements.
3.4.3: Policymakers have the know-how and capacity to implement a system to recognize prior learning and provide certificates that are equivalent to national qualifications.

4.1.1: Migrants, displaced persons, and/or communities know how to access quality technical and vocational education and training.
4.2.1: Education and training providers understand how to put enabling conditions in place for migrants, displaced persons, and/or community members to access both on-site, distance, and/or work-based quality TVET and learning.
4.3.1: Policymakers implement coordination mechanisms to facilitate skills matching for migrants and/or displaced persons in vocational training programmes.
4.3.2: Policymakers utilize labour market needs assessments and labour market information systems to accurately match migrant TVET qualifications to employment.
4.3.3: Policymakers understand the barriers for migrants and/or displaced persons to enjoy equal access to on-site, distance, and work-based quality TVET and learning.
4.3.4: Policymakers promote, through social dialogue, inter-institutional networks and collaborative programmes for partnerships between the private sector and educational institutions to enable mutually beneficial skills development opportunities for migrants and/or displaced persons.

Assumption
Changes in capacity lead to changes in behaviour

Add inputs for your context

Add inputs for your context

Activities

Training, development of tools, partnerships, direct assistance, coordination mechanisms, policy dialogue, community development, etc.

TOOL 8: INDICATOR BANK

Why use this tool?

The Indicator Bank provides a comprehensive set of indicators (aligned with the Sustainable Development Goals (SDGs), as far as possible) that can be integrated in, or adapted for, education interventions.²⁹


When to use this tool?

This tool complements the *Theory of Change* (Tool 7) and can be used during the design phase.




How to use this tool?

The user can draw on the generic set of indicators (at various levels) in this tool based on the sub-sector in focus in order to formulate the logic of an intervention that responds to the relevant needs in the country or region. This tool should be used in conjunction with the *Theory of Change*. The indicators related to the specific objectives can be found below. For indicators related to the expected results, see *Annex VII: Indicator Bank (Expected Results)*. The indicators can be selected or adapted based on formulated results of the intervention. Where appropriate, relevant indicators should be disaggregated by sex, gender, age, and migration status, and other vulnerabilities.³⁰

Sub-sector	Specific objectives	Indicators
Early childhood development and pre-primary education  SDGs: 1, 4 and 5 Global Compact for Migration Objectives: 1, 2, 3, 15 and 16	1.1: Migrant and/or displaced children are accessing quality and safe pre-primary education. ³¹	1.1.a: Proportion of children under 5 years of age who are developmentally on track in health, learning, and psychosocial well-being (disaggregated by sex, age, and migration status). ³²
	1.2: Early education providers facilitate the inclusion of migrant and/or displaced children in their services. ³³	1.2.a: Participation rate/percentage children in organized pre-primary education (one year before the official primary entry age) (disaggregated by sex, age, and migration status). ³⁴

29. These indicators have been contextualized within the Sustainable Development Goals, the *Global Compact for Migration*, ILO's *Annex V: Guide on making TVET and skills development inclusive for all* and UNICEF's *Core Commitments for Children in Humanitarian Action* with specific attention paid to the six Education Sectoral Commitments. Where there is a direct alignment with SDG indicator or target (i.e. the indicator provided is language verbatim as the SDG indicator or target), it has been referenced "Directly contributing to existing SDG Target/Indicator XXX". Language of specific targets can be found in *Annex V: Examples of Relevant SDG Targets*.
30. This is in reference to SDG target 17.18 which calls for "availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts".
31. **Directly contributing to existing SDG Target 4.2** and in line with and contributing to UNICEF'S 2.3.6 Education Sectoral Commitment 2 and Sectoral Commitment 3.
32. **Directly contributing to existing SDG Indicator 4.2.2.**
33. In line with and contributing to *SDG Target 4.2* and in line with and contributing to UNICEF'S 2.3.6 Education Sectoral Commitment 2.
34. **Directly contributing to existing SDG Indicator 4.2.2.**


Sub-sector	Specific objectives	Indicators
...	<p>1.3: Policymakers facilitate the inclusion of migrant and/or displaced children into safe, quality, and accessible early childhood development and pre-primary education policies.³⁵</p>	<p>1.3.a: Number of early childhood development and pre-primary education policies which include migrant and/or displaced children.</p>
<p>Primary and secondary education</p>  <p>SDGs: 4 and 5 Global Compact for Migration Objectives: 1, 2, 3, 15 and 16</p>	<p>2.1: Migrants, displaced persons, and/or communities are accessing free, safe, equitable and quality primary and secondary education.³⁶</p>	<p>2.1.a: 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 (disaggregated by sex, age, and migration status).³⁷</p> <p>2.1.b: Dropout rates (disaggregated by age, sex and migration status).</p> <p>2.1.c: Percentage of migrants, displaced persons, and/or community members who feel satisfied with their level of access to free, equitable and quality primary and secondary education.</p> <p>2.1.d: Percentage of migrants and/or displaced persons not in education (disaggregated by age, sex and migration status).³⁸</p>
	<p>2.2: Education providers factor the needs of migrants, displaced persons, and/or communities in curriculum planning, extra-curriculum programming, learning support services and/or distance learning.</p>	<p>2.2.a: Number of curriculum plans and learning support services that consider the needs of migrants, displaced persons, and/or communities.</p> <p>2.2.b: Number of extra-curriculum programmes which include the needs of migrants, displaced persons, and/or communities.</p> <p>2.2.c: Number of distance learning programmes and systems which include migrants, displaced persons, and/or communities.</p>

35. In line with and contributing to SDG Target 4.2 and UNICEF's 2.3.6 Education Sectoral Commitment 1 and Sectoral Commitment 3.

36. **Directly contributing to existing SDG Target 4.1** and in line with and contributing to UNICEF'S 2.3.6 Education Sectoral Commitment 2 and Sectoral Commitment 3.

37. **Directly contributing to existing SDG Indicator 4.1.1.**

38. In line with existing SDG Indicator 8.6.1.

Sub-sector	Specific objectives	Indicators
...	<p>2.3: Policymakers understand barriers and facilitate access to on-site and distance education for all regardless of nationality or migration status.³⁹</p>	<p>2.3.a: 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, (disaggregated by sex, age, and migration status).⁴⁰</p> <p>2.3.b: 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).⁴¹</p> <p>2.3.c: Number of mechanisms in place to reach and enroll out of migrant and/or displaced children.</p>
	<p>2.4: Policymakers facilitate social cohesion by ensuring migrant and/or displaced children are included in the host country's national education systems.</p>	<p>2.4.1: Proportion of children and young people: (a) in grades 2/3; (b) and at the end of primary and secondary (disaggregated by sex, age, and migration status).⁴²</p>
<p>Higher education</p>  <p>SDG 4 and 8 Global Compact for Migration Objectives: 1, 2, 3, 15, 16 and 18</p>	<p>3.1: Migrants, displaced persons, and/or communities are equally accessing affordable, safe, and quality on-site and/or distance tertiary education.⁴³</p>	<p>3.1.a: Participation rate of youth and adults in tertiary education and training in the previous 12 months (by sex, age, and migration status).⁴⁴</p> <p>3.2.b: Dropout rates (disaggregated by sex, age, and migration status).</p> <p>3.2.c: Percentage of migrants, displaced persons, and/or community members who feel satisfied with their level of access to affordable and quality tertiary both on-site and distance learning.</p>
	<p>3.2: Higher education providers provide opportunities for student mobility through initiatives such as joint degrees, exchange programmes, scholarships, and internships.⁴⁵</p>	<p>3.2.a: Number of student mobility initiatives.</p> <p>3.2.b: Volume of official development assistance flows for scholarships (disaggregated by sector and type of study).⁴⁶</p>

39. In line with SDG Target 4.a and UNICEF's 2.3.6 Education Sectoral Commitment 1.

40. Directly contributing to existing **SDG Indicator 4.1.1**.

41. Directly contributing to existing **SDG Indicator 4.a.1**.


42. Directly contributing to existing **SDG Indicator 4.1.1**.

43. Directly contributing to existing **SDG Target 4.3** and in line with and contributing to UNICEF'S 2.3.6 Education Sectoral Commitment 2 and Sectoral Commitment 3.

44. Directly contributing to existing **SDG Indicator 4.3.1**.

45. In line with and contributing to SDG Target 4.b.

46. Directly contributing to existing **SDG Indicator 4.b.1**.

Sub-sector	Specific objectives	Indicators
...	<p>3.3: Policymakers expand available options for academic mobility (including scholarships).⁴⁷</p> <p>3.4: Policymakers facilitate the mutual recognition of qualifications.⁴⁹</p>	<p>3.3.a: Volume of official development assistance flows for scholarships by sector and type of study.⁴⁸</p> <p>3.3.b: Number of exchange students received.</p> <p>3.4.a: Number of systems/mechanisms in place for the recognition of qualifications.</p> <p>3.4.b: Adherence to international agreements for mutual recognition of qualifications.</p>
<p>Technical and vocational education and training</p>  <p>SDGs 4 and 8 Global Compact for Migration Objectives: 1, 2, 3, 15, 16 and 18</p>	<p>4.1: Migrants, displaced persons, and/or communities are accessing affordable and quality on-site, distance, and/or work-based technical and vocational education and training.⁵⁰</p> <p>4.2: Education and training providers allow migrants and/or displaced persons to participate in on-site, distance, and/or work-based technical and vocational education and training.⁵²</p> <p>4.3: Policymakers support the coordination between education and employment sectors to improve migrants' and displaced persons' economic and social inclusion.⁵³</p>	<p>4.1.a: Participation rate of youth and adults in affordable and quality technical and vocational education in the previous 12 months (disaggregated by sex, age, and migration status).⁵¹</p> <p>4.1.b: Share of districts (of a country or region) with accredited/registered TVET institutions.</p> <p>4.1.c: Drop-out rates (disaggregated by sex, age and migration status).</p> <p>4.1.d: Percentage of migrants, displaced persons, and/or community members who feel satisfied with their level of access to affordable and quality technical and vocational education both on-site and distance learning.</p> <p>4.2.a: Number and type of TVET courses/profiles newly introduced that are considered to specifically address training of migrants and/or displaced persons in trade areas with potential for decent employment.</p> <p>4.2.b: Share of migrants and/or displaced persons among students currently enrolled in TVET programmes (disaggregated by age, sex, and migration status).</p> <p>4.3.a: Percentage of education and employment services that report coordinating with each other around migrants' and/or displaced persons' access to learning and training opportunities.</p> <p>4.3.b: Percentage of education and employment services that feel satisfied with the type and quality of services they provide for the economic and social inclusion of migrants and/or displaced persons.</p>

47. In line with and contributing to SDG Target 4.b and UNICEF's 2.3.6 Education Sectoral Commitment 1.

48. **Directly contributing to existing SDG Indicator 4.b.1.**

49. In line with and contributing to UNICEF's 2.3.6 Education Sectoral Commitment 1.

50. In line with and contributing to SDG Target 4.3 and SDG Target 8.6.

51. **Directly contributing to existing SDG Indicator 4.3.1.**

52. In line with and contributing to SDG Target 8.6.

53. In line with and contributing to UNICEF's 2.3.6 Education Sectoral Commitment 1.

TOOL 9: PROJECT DESIGN CHECKLIST

Why use this tool?

The Project Design Checklist is a quick reference tool to review the various components of an intervention to ensure that migration has broadly been mainstreamed into project design, as well as to identify any gaps prior to the finalization of its design.

When to use this tool?

This tool should ideally be used towards the end of the design phase. It can be used once the design of the main components of an intervention is complete, but prior to its formal signoff and closure.



How to use this tool?⁵⁴

The user can refer to the questions in this tool to reflect on whether migration has been mainstreamed in the project design. The questions are ordered based on considerations that could be made along the programming and design phases. If the answer to any of the questions is no, then explore whether it would be possible to still factor it in if feasible. There is also an option to mark not applicable (N/A) if the question is not relevant in the given context or type of intervention.

Questions	Yes	No	N/A
1. Are beneficiaries referred to as “residents,” “nationals,” or “citizens”? Will this be a barrier for any groups of migrants?			
2. Does migration status (regular or irregular, IDP, refugee) affect the extent to which migrants can benefit or contribute to the intervention?			
3. Are migrants of any gender or age likely to face legal or other (e.g. practical) barriers to benefiting from the intervention?			
4. Will data be disaggregated by migration status, gender and age? Have authorities carried out an initial assessment already?			
5. Have migrants been included as beneficiaries or implementing partners?			
6. Have migrants, their families, or communities affected by migration, been consulted and contributed to the design of the intervention?			
7. Have the needs of different categories of migrants (migrants in vulnerable situations, women, children, irregular migrants, and displaced persons) been considered and have activities been adapted accordingly?			
8. Does the intervention respond to diverse local priorities and take account of the particular migration context?			
9. Have opportunities to more effectively channel remittances been considered?			

54. This tool can be used irrespective of the sub-sectors of interest or in focus.

Questions	Yes	No	N/A
10. Have the effects of the intervention on durable solutions for displaced populations been considered?			
11. Is the intervention conflict-sensitive? Does it take into account the INEE Conflict Sensitive Education principles?			
12. Has the impact of the intervention on community dynamics and wider social cohesion been considered?			
13. Have opportunities for the intervention to benefit communities that host returning migrants been considered?			
14. Is there a possibility that partner country stakeholders to the intervention might oppose the inclusion of migrants? How can this risk be mitigated?			



Note what needs to be addressed before finalizing the project design to make sure that migration is effectively mainstreamed.

TOOL 10: PROJECT MONITORING CHECKLIST

Why use this tool?

The Project Monitoring Checklist is a quick reference tool to review the extent to which migration has been integrated into project activities. Using this tool can help to identify any implementation gaps and trigger thinking of potential adjustments to the activities in the workplan, in consultation with the relevant partners.

When to use this tool?

This tool should be used during the implementation phase. It could feature as part of a monitoring and evaluation plan and can either be used as part of on-going or periodic monitoring.



How to use this tool?⁵⁵

The user can refer to the questions in this tool to reflect on whether areas of migration mainstreaming are being effectively applied during implementation. If the answer to any of the questions is no, then explore whether it is possible to modify project activities. There is also an option to mark not applicable (N/A) if the question is not relevant in the given context or type of intervention.

Questions	Yes	No	N/A
1. Is migration being considered in the implementation of this intervention (either directly or indirectly)?			
2. Are migrants being reached and engaged through the intervention (esp. migrants in vulnerable situations, women, children, irregular migrants, displaced persons)?			
3. Are migrants benefiting from this intervention (including vulnerable groups of migrants mentioned above)?			
4. Are communities affected by migration – for example families back home, or host communities – benefiting from this intervention?			
5. Do the project indicators disaggregate information based on migration status to ensure that migrants are being reached (as appropriate)?			
6. Have changing mobility dynamics impacted the implementation of project activities?			
7. Are there any emerging challenges and opportunities due to changes in the migration situation?			
8. Do any activities need to be adapted due to unforeseen challenges or recent developments related to migration?			
9. Are there good practices and lessons learned from similar interventions that have integrated migration that can inform the implementation of the intervention?			

⁵⁵ This tool can be used irrespective of the sub-sectors of interest or in focus.

Questions	Yes	No	N/A
10. Are there emerging opportunities for the intervention to contribute, directly or indirectly, to durable solutions for displaced persons?			



Note the extent to which migration is integrated within the implementation of the intervention and potential areas for improvement.

TOOL 11: PROJECT EVALUATION⁵⁶ CHECKLIST

Why use this tool?

The Project Evaluation Checklist is a quick reference tool to review the extent to which migration was integrated into a project’s design and implementation. Using the tool helps to evaluate how well migration was mainstreamed in an intervention and whether doing so has contributed to the achievement of the project’s results.

When to use this tool?

This tool should be used towards the end of an intervention or following its completion (as part of an ex-ante evaluation), during the closure phase of the intervention cycle. As with the [Project Monitoring Checklist](#) (Tool 10), this tool could feature as part of an intervention’s monitoring and evaluation plan.



How to use this tool?⁵⁷

The user can refer to the questions in this tool to see the extent to which migration was mainstreamed during the implementation of an intervention. The questions are structured around OECD Development Assistance Committee (DAC) criteria for evaluating development assistance. The answers generated from this tool can help to inform the project evaluation and/or future interventions.

Questions		Yes	No	N/A
Relevance	1. Did the intervention consider migrants’ (esp. migrants in vulnerable situations, women, children, irregular migrants, and displaced persons) needs or constraints?			
	2. Were migrants consulted in the evaluation of the intervention?			
	3. Were the project results aligned with migration-related aspects of development policies and goals (bilateral or multilateral)? For example, SDG Targets and the objectives of the Global Compact for Migration or the Global Compact on Refugees.			
	4. Was migration considered in the programme design?			
	5. Were migrants of different types, gender, and age groups sufficiently considered when assessing the intervention?			
Coherence	1. Was the intervention consistent with relevant international norms and standards, as well as national development plans and other relevant policies and frameworks?			
	2. Does the intervention contribute to the achievement of global climate action targets?			
	3. Is the intervention aligned with relevant sector policies – for example urban development or employment?			

56. Evaluation is defined in relation to the [DAC Criteria for Evaluating Development Assistance](#) of the Organisation for Economic Co-operation and Development’s (OECD) Development Assistance Committee (DAC): relevance, coherence, effectiveness, efficiency, impact, sustainability.

57. This tool can be used irrespective of the sub-sectors of interest or in focus.

Questions		Yes	No	N/A
...	4. Was this intervention coordinated with relevant coordination groups, including education sector groups?			
	5. Were efforts taken to ensure that the intervention did not duplicate similar efforts?			
Effectiveness	1. Were the needs, problems, and challenges of migrants of different types effectively addressed?			
	2. Did the intervention contribute to a comprehensive and protection-sensitive migration management approach?			
	3. How did migration – including displacement – influence the achievement of the results?			
Efficiency	1. How did the inclusion of migrants in the project design impact the cost effectiveness of the intervention?			
	2. Were the results equitably allocated and received for migrants as well as communities?			
Impact	1. Did the intervention contribute to the enjoyment of fundamental rights for migrants of different gender and age groups?			
	2. Did the intervention contribute to more equitable inclusion of migrants of different gender and age groups in the education sector?			
	3. Did the intervention contribute to enhanced societal acceptance of migrants of different gender and age groups?			
Sustainability	1. Were migrant and non-migrant beneficiaries of different gender and age groups able to exercise ownership of the project results?			
	2. Was the sustainability of the intervention enhanced by integrating migration into the project design?			
	3. Has the intervention contributed to building capacity for integrating migration into the education sector?			
	4. Will the intervention continue to be implemented in some form beyond the project end date?			

 Note the extent to which migration was integrated within the intervention and lessons learned to be applied to future interventions.



ANNEXES

ANNEX I: KEY GLOBAL FRAMEWORKS AND COMMITMENTS

This Annex reflects the main international frameworks and commitments that guide countries of origin, transit, or destination's approaches to the governance of migration and education. Individual commitments will need to be considered in line with their adoption, ratification, reservations, etc.

- The 1948 [Universal Declaration of Human Rights](#) states that *everyone* has the right to education, primary education should be compulsory and free, and higher education should be equally accessible to all on the basis of merit. Ensuring migrants have access to education is critical to achieving the universal aspect of the commitment. The Declaration further states that education shall promote understanding, tolerance and friendship among nations, racial or religious groups, which is particularly relevant to migrant populations who face disproportionate levels of discrimination.
- The 1949 [Migration for Employment Convention \(No. 97\)](#) calls for non-discrimination of migrant workers with regard to apprenticeship and training.
- The 1951 [Refugee Convention and its 1967 Protocol](#) define the term “refugee” and outlines the rights of refugees, as well as the legal obligations of States to protect them. The core principle is non-refoulement, which asserts that a refugee should not be returned to a country where they face serious threats to their life or freedom. This is now considered a rule of customary international law.
- The 1960 [Convention against Discrimination in Education](#), the first legally binding instrument outlining basic standards for education, underlines the requirements to make primary education free and compulsory, secondary education generally available and accessible to all, and higher education equally accessible to all, including migrants.
- The 1966 [International Covenant on Economic, Social and Cultural Rights](#) further enshrines the right of *everyone* to free education, which is articulated in terms of the role of education in enabling *all* persons to participate effectively in society and in promoting understanding, tolerance and friendship. This is particularly relevant for migrants whose well-being and contribution to sustainable development is supported by their access to education.
- The 1975 [Migrant Workers \(Supplementary Provisions\) Convention \(No. 143\)](#) reaffirms equality of treatment of migrant workers with regard to retraining, and stipulates that members may regulate the recognition of occupational qualifications acquired outside its territory, including certificates and diplomas.
- The 1979 [Convention on the Elimination of All Forms of Discrimination Against Women](#) states that everyone, regardless of sex or gender, has equal rights in the field of education, including equal access to and opportunities in pre-school, general, technical, professional and higher education, as well as all types of vocational training. This applies to migrant women and girls to the extent that it applies to non-migrant women.
- The 1989 [Convention on the Rights of the Child](#) states the obligations to respect, protect, and fulfil each child’s right to education, with primary education being compulsory and free to all, and secondary education available and accessible to every child, offering financial assistance in case of need. It also states that minority (or indigenous) children have the right to enjoy their own culture, profess and practice their own religion or use their own language, which is particularly relevant to the challenges that migrant children face in accessing education that is adapted to their needs.
- The 1990 [International Convention on the Protection of the Rights of All Migrants and Members of Their Families](#), states that each child of a migrant worker shall have the basic right of access to education on an equal basis to nationals, with access not to be refused by reason of the irregular situation of migrant parents. It further calls for equality of treatment between the families of migrant workers and nationals in relation to access to educational and training institutions and services, while noting the possibility for States to provide special schemes of education in the mother tongue of children of migrant workers.

- The 1998 [Guiding Principles on Internal Displacement](#) are 30 standards that outline the protections available to internally displaced people (IDPs). They detail the rights and guarantees relevant to the protection of IDPs from forced displacement to their protection and assistance during displacement up to the achievement of durable solutions.
- The 2004 [Human Resources Development Recommendation](#) (No. 195) promotes access to education, training and lifelong learning for all people, specifically mentioning migrants. It also states that *“Special provisions should be designed to ensure recognition and certification of skills and qualifications for migrant workers.”*
- [General Comment No. 6 of the CRC](#) on the treatment of unaccompanied and separated children outside their country of origin indicates that UASC should have full access to education, in accordance with articles 28, 29 (1) (c), 30 and 32 of the CRC. Specifically, it provides that: *“States should ensure that access to education is maintained during all phases of the displacement cycle. Every unaccompanied and separated child, irrespective of status, shall have full access to education in the country that they have entered in line with articles 28, 29 (1) (c), 30 and 32 of the Convention and the general principles developed by the Committee [on the rights of the child]. Such access should be granted without discrimination and in particular, separated and unaccompanied girls shall have equal access to formal and informal education, including vocational training at all levels.”*
- The [UN General Assembly Resolution on the Right to Education in Emergency Situations](#) (2010) was approved unanimously by all Member States, and underscores the fact that education is an essential and integral part of any sustainable post-crisis humanitarian response strategy.
- The [2030 Agenda for Sustainable Development](#) is a plan of action for people, planet and prosperity, providing an overarching framework to address the complex and dynamic relationship between migration and development. Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all is an integral component of the 2030 Agenda and its Sustainable Development Goals (SDGs), as seen in SDG 4 and as relevant for the achievement of other SDG targets.
- The [2015 Incheon Declaration and Education 2030 Framework for Action](#) for the achievement of Sustainable Development Goal 4, adopted at the World Education Forum 2015, highlights the importance of education systems considering migration and urbanization, while calling for joint programmes among universities to prevent brain drain and motivate international students to return home. The Declaration also commits to education systems that meet the needs of all, including internally displaced persons and refugees, in crisis contexts.
- The [Nurturing Care Framework](#) (NCF) is a road map to promote the holistic development of children from pregnancy to the age of 3. It opens the traditional remit of the education sector from older and pre-school aged children to include those under 3. The NCF reinforces the fact that education begins at birth, puts family engagement at the core of early childhood education programmes, integrates children who have additional needs and reaches out to the most vulnerable, whilst investing in education for adolescents and adults to prepare them for future caregiving.
- The [Transnational Organized Crime Convention and its supplementary protocol on the Prevention of Trafficking in Persons, especially Women and Children](#) (TIP Protocol) sets out measures for the protection of victims of human trafficking (VOTs). In particular, Article 6 references the importance of State parties considering the needs to VOTs, including education.
- The [Global Compact for Safe, Orderly and Regular Migration](#) is the first intergovernmentally negotiated agreement, prepared under the auspices of the United Nations, to cover all dimensions of international migration in a holistic and comprehensive manner. The Global Compact for Migration addresses a wide range of issues that migrants often face in accessing education, vocational trainings, and facilitating mutual recognition of skills and qualifications.

- The [Global Compact on Refugees](#) is a framework for more predictable and equitable responsibility-sharing to improve responses to refugee situations so that host communities get the support they need and that refugees can lead productive lives. Relating to education, the Global Compact on Refugees calls for the inclusions of refugee in national education systems.⁵⁸
- The [Global Convention on the Recognition of Qualifications](#) concerning Higher Education was adopted at the 40th session of the UNESCO General Conference in November 2019, as the first United Nations treaty on higher education with a global scope. This Convention establishes universal principles for the recognition of studies, access qualifications and qualifications, to improve access to, and mobility between higher education institutions worldwide. There are also [regional conventions](#) on the recognition of higher education qualifications.

Global Compact for Migration Objectives: Migration and Education

- The Global Compact for Migration Guiding Principles include “gender responsive”, “child centred” and “whole-of-society” approaches. The application of these principles can strengthening education sector interventions
- Commits to address the lack of access to education acting as an adverse driver of migration and promotes investment in country of origin entrepreneurship, education, vocational training and skills development programmes and partnerships, in line with labour market needs to combat this driver (under Objective 2);
- Commits to optimise education opportunities for migrants by enhancing the availability and flexibility of pathways for regular migration (under Objective 5);
- Commits to provide access to basic services for migrant children, youth and adults such as lifelong learning opportunities, facilitating non-discriminatory access to early childhood development, formal schooling, non-formal education programmes for children for whom the formal system is inaccessible, on-the-job and vocational training, technical education and language training (under Objective 15);
- Commits to empower migrants and societies to realize full inclusion and social cohesion which includes the full inclusion of migrants in education systems (under Objective 16);
- Commits to promote networks and collaborative programmes between the private sector and educational institutions to enable mutually beneficial skills development opportunities for migrants and communities (under Objective 18).

58. Paragraphs particularly relevant to reference are paragraphs 68 and 69.

ANNEX II: EUROPEAN UNION DEVELOPMENT COOPERATION IN THIS SECTOR

This Annex reflects the EU's primary development cooperation and commitments that guide the EU's approach to improving quality education in partner countries.

The European Commission Directorate-General for International Partnerships (DG INTPA) considers education as part of the human development sector, with a focus on three aspects: access to education; quality of education; and equity in education.

In the 2010 [Staff Working Document on More and Better Education in Developing Countries](#) the European Commission underlines that inclusive and quality basic education is important for further learning and skills development. Life-long learning, technical and vocational education and training, and higher education are part of this approach, which is essential for poverty reduction, prosperity and growth. Gender is also a cross-cutting issue that is crucial to include within this work.

The 2017 [European Consensus on Development](#) states that the European Union (EU) will promote universal access to lifelong education and training, including in emergency situations. The Consensus articulates the relationships between quality education and youth employability, societal engagement, productivity, gender equality and communal well-being. The Consensus also stresses the link between education needs and the vulnerability of young people to crime and radicalization and recognizes that migrants may be denied human rights including access to education, which can increase their risk of becoming victims of forced labour and human trafficking.

The 2018 [European Council conclusions on education in emergencies and protracted crises](#), building upon the Commission's [Communication](#), highlights Council's concern regarding the children affected by emergencies and protracted crises having no access to quality education. The conclusions reaffirm Council's commitment to ensuring access to inclusive lifelong learning and safe, equitable quality education and training at all levels in emergency and crisis situations.

The 2019 [Education in Emergencies in EU-funded Humanitarian Aid and Operations Thematic Policy Document](#) (n10) sets out the objectives, principles and the scope of the European Commission's humanitarian assistance in the field of education in emergencies. It includes programming considerations for the design, implementation and monitoring of related EU-funded actions.

For all external action, the EU Delegations are required to carry out systematic gender analysis as outlined in the [Gender Action Plan \(GAP\)](#) (2021 - 2025).

ANNEX III: OTHER SECTOR-SPECIFIC GUIDELINES AND TOOLS

This Annex includes sector-specific tools and guidelines that complement the approaches reflected in this Toolkit. These can be referenced for more detailed and comprehensive guidance on specific elements of the integration of migration into development cooperation interventions.

Title	Organization	Description
<i>Conflict Sensitive Education Pack</i>	INEE	Supports the integration of conflict sensitivity in education policies and programmes. The Conflict Sensitive Education Pack includes a Guidance Note, Reflection Tool, and INEE Guiding Principles.
<i>Education Sector Analysis Methodological Guidelines</i> (Volumes 1 - 3)	UNICEF, UNESCO, World Bank, GPE	Offers methods and examples for carrying out a comprehensive analysis of the education sector in developing countries.
<i>Education in Emergencies</i>	UNHCR	Provides Guidance on principles and practical steps to follow in relation to providing education in emergencies.
<i>Education Solutions for Migrant and Displaced Children and their Host Communities</i>	UNICEF	Explores the huge numbers of migrant and displaced children who are out of school, and how access to quality inclusive education brings major economic, social and health benefits to countries and communities of origin and destination.
<i>Education and Migration: An Assessment of the Types and Ranges of IOM's Education and Vocational Training Projects</i>	IOM	Presents the results of the assessment of the range and types of IOM's education and vocational training programmes as of December 2017 to understand how these programmes contribute to education and vocational training outcomes, especially in the specific context of SDG 4 (Quality Education) of the 2030 Agenda for Sustainable Development.
<i>Education and Skills Development in the Context of Forced Migration</i>	G20 (developed by GIZ)	Calls on G20 leaders to address education and skills development for refugee children and youth in host countries. Recommendations include promoting the updating and responsiveness of national education systems to migration challenges, facilitating the inclusion of refugee children and young people in education systems, and increasing international cooperation in accreditation of education for refugees.
<i>Education Uprooted: For Every Migrant, Refugee, and Displaced Child</i>	UNICEF	Provides essential data and information on educational challenges faced by nearly 50 million uprooted children around the world.
<i>Equitable Access to Quality Education for Internally Displaced Children: Challenges and Recommendations</i>	UNICEF and IDMC	Highlights the barriers the internally displaced children face in accessing education.

Title	Organization	Description
<i>2019 GEM Report – Migration, Displacement, and Education: Building Bridges, Not Walls</i>	UNESCO	Offers evidence on the implications of different types of migration and displacement on education systems and vice versa.
<i>Guidance for Developing Gender Responsive Education Sector Plans</i>	GPE, UNGEI and UNICEF	Supports governments to implement gender-sensitive policies, plans and learning environments with the objective of integrating gender considerations into the education system.
<i>A Guide for Ensuring Inclusion and Equity in Education</i>	UNESCO	Helps governments review equity and inclusion in existing policies, decide what actions need to be taken to improve policies, and monitor progress. An assessment framework is proposed to support review exercises.
<i>Guide on Making TVET and Skills Development Inclusive for All</i>	ILO	Presents presents a self-assessment checklist that helps determine an initial understanding of the factors contributing to exclusion.
<i>Guidelines for Education Sector Plan Preparation</i>	GPE	Provides key principles and features that a credible education sector plan should contain. They are meant to support developing countries in their process to develop their sector plan.
<i>How to Facilitate the Recognition of Skills of Migration Workers: Guide for Employment Service Providers</i>	ILO	Draws on good practices and interesting initiatives from around the globe to demonstrate ways employment service providers can make better use of Recognition of Prior Learning systems in their countries to the benefit of migrant workers and refugees. It provides concrete information, examples, checklists and other tools to assist service providers to better understand, raise awareness and facilitate use of RPL where it exist.
<i>The Impact of Climate Displacement on the Right to Education</i>	UNESCO	Outlines the expected impacts of internal climate displacement, planned relocation, trapped populations and multiplying vulnerabilities on education.
<i>Inclusion of Refugees in TVET: Self-Assessment Tool</i>	British Council	Offers a practical and easy-to-navigate instrument for carrying out a systematic analysis of a country's approach to refugees' inclusion in TVET.
<i>Interrelations between Public Policies, Migration, and Development</i>	Organisation for Economic Co-operation and Development (OECD)	Explores the linkages between migration, development and sectoral policies based on data in ten partner countries. The paper includes a section dedicated to migration and education, entitled "Enhancing migration-led development by facilitating investment in education".

Title	Organization	Description
<i>Missing Out: Refugee Education in Crisis</i>	UNHCR	Explores the educational aspirations of refugee youth and presents data on refugee enrolments and population numbers.
<i>Recognition of Prior Learning (RPL): Learning Package</i>	ILO	Describes key building blocks of a well-functioning and inclusive RPL system, and offers a wealth of case studies and examples of how different countries have approached this endeavour.
<i>A Practical Guide to Recognition: Implementing the Global Convention on the Recognition of Qualifications Concerning Higher Education</i>	UNESCO	Provides a step-by step approach to recognition of foreign qualifications both for credential evaluation practitioners and for individuals seeking recognition of their foreign qualifications.
<i>Risk-Informed Education Programming for Resilience Guidance Note</i>	UNICEF	Provides a helpful lens to review education system risk management arrangements, providing detailed information on education risk analysis, program design and adaptation, and monitoring risks and programmes.
<i>SDC Thematic Working Aid: Education</i>	SDC	Provides background and guiding questions to help leave no one behind (LNOB) in education.
<i>Skills for Employment Policy Brief – Skills for Migration and Employment</i>	ILO	Explores how mainstream Technical, Vocational Education and Training (TVET) and skills development systems can contribute to improving the labour market situation of migrant workers.
<i>Strengthening Early Childhood Education in Education Sector Planning Processes</i>	UNICEF	Supports the inclusion and strengthening of Early Childhood Education (ECE) in the context of Education Sector Planning (ESP) processes.
<i>Teaching about Refugees</i>	UNHCR	Provides a toolkit and teaching resources to support teachers in addressing challenges related to forced displacement.
<i>UNHCR Education Briefs</i>	UNHCR	Offers policy briefings on selected education issues affecting refugees.

ANNEX IV: GUIDING PRINCIPLES

This Annex outlines guiding principles that should be considered when using the Toolkit. Adhering to these interdependent principles can help to ensure that the intervention leaves no one behind and contributes to wider sustainable development outcomes.⁵⁹ These should also help to ensure that interventions are mindful of indigenous communities, and persons of all genders, ages, and abilities.

RIGHTS BASED APPROACH

Adopting a rights-based approach when using this Toolkit entails considering rights principles at all phases of the intervention cycle and across the tools. This includes ensuring that interventions are in conformity with international human rights frameworks and standards, and with particular consideration for migrants' rights.

DO-NO-HARM

The “do no harm” principle emphasizes the importance of ensuring that the protection needs of migrants (particularly those in vulnerable situations) are considered. This also requires recognizing the potential for harm at any stage of an intervention and ensuring that this is addressed from the outset.

NON-DISCRIMINATION

The principle of non-discrimination is fundamental to basic human rights and has relevance across all migration-related interventions. Migrants are particularly vulnerable to discrimination and therefore, particular care should be taken to ensure that interventions are inclusive and non-discriminatory, regardless of migration status, sex, age, gender, sexuality, religion, race or any other factor.

PEOPLE-CENTRED

Interventions that integrate migration have a human dimension that includes migrants, communities of origin, transit, destination and/or return. Social cohesion is strengthened and/or reinforced of targeting community members equally, while considering their respective needs. Therefore, the needs and experiences of “people” should be at the centre of any intervention.

GENDER-SENSITIVE AND CHILD-CENTRED APPROACHES

Gender is a central component of an individual's migration experience. The roles, expectations, and power dynamics associated with being a man, woman, boy or girl, exposes individuals to different types of vulnerabilities and risks. Therefore, gender should be taken into consideration at all phases of an intervention. Additionally, any interventions involving children should follow a child rights approach, with the best interest of the child at the centre.

WHOLE-OF-GOVERNMENT, WHOLE-OF-SOCIETY

The role and responsibility of governments is critical in responding to the multi-dimensional realities of migration. This typically requires horizontal and vertical engagement, across all sectors and levels of government. Similarly, governments cannot respond to migration realities alone. Engaging with a range of actors, across society, including (but not limited to) migrants, diaspora, civil society organizations, academia, the private sector, among others, contributes to ensuring a holistic response.

59. These guiding principles are broadly guided by the universal values of the 2030 Agenda and the guiding principles in the GCM. For more information, see [Annex I: Key Global Frameworks and Commitments](#).

ANNEX V: DATA SOURCES

This Annex complements the *Situation Analysis (Tool 2)* and includes sector-specific data sources. These can be referenced when responding to the questions in that tool

Key Data Sources⁶⁰

National and Regional Migration Profile Repository features migration profiles (both a report and a capacity-building tool, which is country-owned and prepared in consultation with a broad range of stakeholders) from around the world.

Migration Data Portal provides timely, comprehensive migration statistics and reliable information about migration data globally, regionally and per country. Migration Profiles or Migration Governance Snapshots are also accessible.

Displacement Tracking Matrix (DTM) tracks and monitors population mobility, particularly forced displacement. This tool can be useful for education planning based on near real-time population data.

UN Statistics Division and UN DESA collects, compiles and disseminates official demographic and social statistics on a number of topics, including migration. These include International Migration Stocks and the United Nations Global Migration Database.

Annual reports like IOM's World Migration Report, UNHCR's Global Trends in Forced Displacement Report, and IDMC's Global Report on Internal Displacement are also reliable data sources as well as analysis.

The World Bank's Migration and Remittances Data and KNOMAD's Issue Briefs on Migration and Development provides updates on global trends in migration and remittances.

Database on Immigrants in OECD and non-OECD Countries (DIOC) compiles data based on population censuses of OECD countries, and, in collaboration with the World Bank, has extended coverage to non-OECD countries.

Data and figures on human trafficking can be found on the Global Data Hub on Human Trafficking and UNODC's Global Report on Trafficking in Persons.

World Bank's Systems Approach for Better Education Results (SABER) provides comparable data on the policies and institutions of education systems around the world.

World Inequality Database on Education (WIDE) highlights the powerful influence of circumstances which play an important role in shaping opportunities for education.




UNICEF Multiple Indicator Cluster Survey (MICS) provides sound and comparable data on women and children worldwide, including an Early Child Development Index (ECDI).

Global Partnership for Education (GPE) Education Sector Analysis provides country-level analyses on the state of education system.

60. These are non-exhaustive data and should be reflective of the specific context in focus. There are benefits and limitations of the various sources. Given the dynamic nature of migration, it is helpful to use recent resources, as far as possible. If no data is available, this could be an area for follow-up during discussions with stakeholders as part of the stakeholder analysis (see below) or ongoing policy dialogue processes with the partner government(s).

ANNEX VI: EXAMPLES OF RELEVANT SDG TARGETS⁶¹

This Annex complements the *Theory of Change* (Tool 7) and *Indicator Bank* (Tool 8). It can be used to identify where the specific objectives and expected results (derived through the *Theory of Change*) align with the relevant SDG targets.


Goal	Relevant targets
 <p>1 NO POVERTY</p>	<p>1.1: By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.</p>
 <p>3 GOOD HEALTH AND WELL-BEING</p>	<p>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.</p>
 <p>4 QUALITY EDUCATION</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4.3: By 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.</p> <p>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.</p> <p>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.</p>

61. This list is non-exhaustive. More information on the links between migration and the SDGs can be found here: <https://publications.iom.int/books/migration-and-2030-agenda-guide-practitioners>.

<p>...</p>	<p>4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.</p> <p>4.7: By 2030 ensure all learners acquire 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.</p>
<p>5 GENDER EQUALITY</p> 	<p>5.3: Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilations.</p> <p>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.</p>
<p>8 DECENT WORK AND ECONOMIC GROWTH</p> 	<p>8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training.</p> <p>8.7: Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.</p>
<p>10 REDUCED INEQUALITIES</p> 	<p>10.c: By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent.</p> <p>10.1: By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average.</p> <p>10.2: By 2030 empower and promote the social, economic and political inclusion of all irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>10.3: Ensure equal opportunity and reduce inequalities of outcome, including through eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and actions in this regard.</p> <p>10.7: Facilitate orderly, safe, and responsible migration and mobility of people, including through implementation of planned and well-managed migration policies.</p>
<p>13 CLIMATE ACTION</p> 	<p>13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.</p>
<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>16.2: End abuse, exploitation, trafficking and all forms of violence and torture against children.</p> <p>16.9: By 2030, provide legal identity for all, including birth registration.</p>

ANNEX VII: INDICATOR BANK (EXPECTED RESULTS)


This Annex is a continuation of the Indicator Bank (Tool 8). It includes examples of indicators that would measure the expected results highlighted in the Theory of Change (Tool 7).

Sub-sector	Expected results	Indicators
<p>Early childhood development and pre-primary education</p>  <p>SDGs 1, 4 and 5 Global Compact for Migration Objectives 1, 2, 3, 15, 16</p>	<p>1.1.1: Migrant and/or displaced families know their rights to quality pre-primary education and feel empowered to claim them.⁶²</p>	<p>1.1.1.a: Availability of accurate, timely, accessible, and transparent information on pre-primary education services available, their rights to access, and how to claim them.</p> <p>1.1.1.b: Number of migrant and/or displaced families accessing and utilizing the above information.</p>
	<p>1.2.1: Pre-primary education providers have the tools and know-how to facilitate the inclusion of migrant and/or displaced children.⁶³</p>	<p>1.2.1.a: Availability of accurate, timely, accessible, and transparent information on the importance of including migrant and/or displaced children in pre-primary education, the barriers to their inclusion, and how to overcome them.</p> <p>1.2.1.b: Number of pre-primary education providers accessing and utilizing the above information and data.</p> <p>1.2.1.c: Percentage of pre-primary education providers accessing and utilizing the above information and data have increased knowledge on how to facilitate the inclusion of migrant and/or displaced children.</p> <p>1.2.1.d: Number of tools (e.g. plans/strategies) available to pre-primary education providers to facilitate the inclusion of migrant and/or displaced children.</p>
	<p>1.2.2: Pre-primary education providers understand the different needs and barriers for migrant and/or displaced children to equal access to pre-primary education.⁶⁴</p>	<p>1.2.2.a: Availability of accurate, timely, accessible, and transparent information on i.) the different needs of migrant and/or displaced children for pre-primary education, ii.) the barriers to their access, iii.) how to overcome these and leverage opportunities for their inclusion.</p> <p>1.2.2.b: Number of pre-primary education providers accessing and utilizing the above information.</p>

62. In line with and contributing to UNICEF'S 2.3.6 Education Sectoral Commitment 6.

63. In line with and contributing to SDG Target 4.2 and UNICEF'S 2.3.6 Education Sectoral Commitment 5.

64. In line with and contributing to SDG Target 4.2 and UNICEF'S 2.3.6 Education Sectoral Commitment 5.

Sub-sector	Expected results	Indicators
...	<p>1.2.3: Policymakers implement coordination mechanisms between national and local authorities and pre-primary education providers to facilitate the inclusion of migrant and/or displaced children.</p>	<p>1.2.3.a: Number of coordination mechanisms developed for including migrant and/or displaced children in pre-primary education.</p> <p>1.2.3.b: Number of national authority members, local authority members, and pre-primary education providers participating in coordination mechanisms on including migrant and/or displaced children in pre-primary education.</p>
	<p>1.3.1: Policymakers have the know-how, tools and data to consider migrant and/or displaced children in policy and programmes related to pre-primary education.⁶⁵</p>	<p>1.3.1.a: Availability of accurate, timely, accessible, and transparent information on the importance of reflecting migrant and/or displaced children in pre-primary education policies and programmes, and how to do so.</p> <p>1.3.1.b: Number of targeted policymakers accessing the above data and information.</p> <p>1.3.1.c: Percentage of policymakers accessing the above data and information have increased knowledge on including migrant and/or displaced children in pre-primary education policies and programmes.</p> <p>1.3.1.d: Number of tools (e.g. plans/strategies) available to policymakers to facilitate the inclusion of migrant and/or displaced children in pre-primary policies and programmes.</p>
<p>Primary and secondary education</p>  <p>SDGs 1, 4 and 5 Global Compact for Migration Objectives 1, 2, 3, 15 and 16</p>	<p>2.1.1: Migrants, displaced persons, and/or communities know their rights to quality education and feel empowered to claim them.⁶⁶</p>	<p>2.1.1.a: Availability of accurate, timely, accessible, and transparent information on primary and secondary education services available, their rights, and how to access them.</p> <p>2.1.1.b: Number of migrants, displaced persons, and/or community members accessing and utilizing the above information.</p> <p>2.1.1.c: Percentage of migrants, displaced persons, and/or community members accessing and utilizing the above information have increased knowledge on their rights to quality primary and secondary education.</p>
	<p>2.1.2: Migrants, displaced persons, and/or communities have the know-how and the tools to access primary and secondary education.⁶⁷</p>	<p>2.1.2.a: Availability of accurate, timely, accessible, and transparent information on how to access primary and secondary education for either on-site and distance learning.</p>

65. In line with and contributing to UNICEF's 2.3.6 Education Sectoral Commitment 5.

66. In line with and contributing to UNICEF'S 2.3.6 Education Sectoral Commitment 6.

67. In line with and contributing to UNICEF'S 2.3.6 Education Sectoral Commitment 6.

Sub-sector	Expected results	Indicators
...	<p>2.2.1: Primary and secondary education providers understand the different needs and barriers for migrants, displaced persons, and/or community members to access both on-site and/or online primary and secondary education.⁶⁸</p>	<p>2.2.2.a: Availability of accurate demographic data on children of school age (disaggregated by sex, age, migration status, and geographical location).</p> <p>2.2.2.b: Availability of accurate, timely, accessible, and transparent information on i.) the different needs migrants and/or displaced persons to access primary and secondary education, ii.) the barriers to this access, iii.) how to overcome them.</p> <p>2.2.2.b: Number of primary and secondary education providers accessing and utilizing the above information and data.</p> <p>2.2.2.c: Percentage of primary and secondary education providers accessing and utilizing the above information and data have increased knowledge on the different needs and barriers for migrants and/or displaced persons to access to primary and secondary education.</p>
	<p>2.2.2: Education providers have the capacity and tools to integrate migrant and/or displaced children into education and early intervention activities, such as mentoring schemes, tuition support, languages courses, or targeted support in the classroom.⁶⁹</p>	<p>2.2.3.a: Availability of accurate data on migrant and/or displaced children (disaggregated by sex, age, migration status and geographical location).</p> <p>2.2.3.b: Availability of accurate, timely, accessible, and transparent information on the importance of integrating migrant and/or displaced children into education and early interventions and how to do so.</p> <p>2.2.3.c: Number of education providers accessing and utilizing the above data and information.</p> <p>2.2.3.d: Number of tools (e.g. plans/strategies) available to education providers to integrate migrant and/or displaced children into education and early intervention activities.</p>
	<p>2.2.3: Multi-level coordination mechanisms are in place to prevent underage voluntary or forced labour and improve attrition rates.</p>	<p>2.2.4.a: Number of coordination mechanisms developed on preventing underage voluntary or forced labour and improving attrition rates.</p> <p>2.2.4.b: Number of targeted national authority members, local authority members and primary and secondary education providers participating in coordination mechanisms on preventing underage voluntary or forced labour and improving attrition rates.</p>


68. In line with and contributing to UNICEF's 2.3.6 Education Sectoral Commitment 5.

69. In line with and contributing to UNICEF's 2.3.6 Education Sectoral Commitment 4 and Sectoral Commitment 5.

Sub-sector	Expected results	Indicators
...	<p>2.3.1: Policymakers understand the barriers to migrant and/or displaced children's access to on-site and distance primary and secondary education, and have the capacity to put enabling conditions in place.</p>	<p>2.3.1.a: Availability of accurate, timely, accessible, and transparent information on i.) the primary and secondary education services available to migrant and/or displaced children, ii.) the barriers to migrant and/or displaced children's access to on-site and distance primary and secondary education iii.) how to overcome barriers and how to leverage opportunities for their access.</p> <p>2.2.2.b: Number of policymakers accessing and utilizing the above information.</p> <p>2.2.2.c: Percentage of policymakers accessing and utilizing the above information have increased knowledge on how to put in place enabling conditions for migrant and/or displaced children to access both on-site and distance primary and secondary education.</p> <p>2.2.2.d: Policymakers report having human and financial resources available to put enabling conditions in place for migrant and/or displaced children to access primary and secondary education.</p>
	<p>2.3.2: Policymakers have the know-how, tools, and data to mainstream migration and/or displacement considerations throughout the education sector's policies and programmes.⁷²</p>	<p>2.3.2.a: Availability of accurate data on migration and/or displacement in country (disaggregated by sex, age, and migration status).</p> <p>2.3.2.b: Availability of accurate, timely, accessible, and transparent information on the importance of mainstreaming migration and/or displacement considerations throughout the education sector's policies and programmes, and how to do so.</p> <p>2.2.2.c: Number of policymakers accessing the above data and information.</p> <p>2.2.2.d: Percentage of policymakers accessing the above data and information have increased knowledge on mainstreaming migration and/or displacement considerations throughout the education sector's policies and programmes.</p>
	<p>2.3.3: Policymakers have developed or implemented policies to implement relevant global commitments on access to education for all.</p>	<p>2.3.3.a: Number of policies to implement relevant global commitments developed.</p>
	<p>2.3.4: Policymakers dedicate targeted resources to schools with a high concentration of migrant and/or displaced children for integration activities in order to promote respect for diversity and inclusion, and to prevent all forms of discrimination, including racism, xenophobia and intolerance.⁷¹</p>	<p>2.3.4.a: Proportion of expenditure for integration activities for schools with a high concentration of migrant and/or displaced children.</p>


70. In line with and contributing to UNICEF's 2.3.6 Education Sectoral Commitment 5.

71. In line with and contributing to UNICEF's 2.3.6 Education Sectoral Commitment 3.

Sub-sector	Expected results	Indicators
...	2.4.1: Policymakers and education providers have the know-how and resources to include migrants and/or displaced persons in national education systems to support social inclusion.	2.4.1.a: Availability of accurate, timely, accessible, and transparent information on the linkages between inclusion in national education systems and wider social inclusion. 2.4.1.b: Availability of accurate and disaggregated data on the amount of migrant and/or displaced children benefitting from national education systems (disaggregated by sex, age, geographic location and education level).
<p data-bbox="220 521 427 555">Higher education</p>  <p data-bbox="220 685 376 714">SDGs 4 and 8</p> <p data-bbox="220 730 472 819">Global Compact for Migration Objectives 1, 2, 3, 15, 16 and 18</p>	3.1.1: Migrants, displaced persons, and/or community members know to access quality tertiary education. ⁷²	3.1.1.a: Availability of accurate, timely, accessible, and transparent information, to migrants, displaced persons and/or community members on the options of tertiary education services available to them, their rights to access them, and how to access them.
	3.2.1: Higher education providers have the capacity to provide opportunities for joint degrees, exchange programmes, and internships.	3.2.1.a: Availability of accurate and disaggregated data on available joint degrees, exchange programmes, and internship opportunities for student mobility. 3.2.1.b: Number of tools (e.g. plans/strategies) available to higher education providers to provide opportunities for joint degrees, exchange programmes and internships. 3.2.1.d: Higher education providers report having adequate human and financial resources to provide opportunities for joint degrees, exchange programmes, and internships.
	3.2.2: Higher education providers have the knowledge to put enabling conditions in place for equal access to on-site and distance higher education.	3.2.2.a: Availability of accurate, timely, accessible, and transparent information on i.) the importance of equal access to higher education, ii.) the barriers to migrants' and/or displaced persons' access, iii.) how to overcome these barriers. 3.2.2.b: Number of higher education providers accessing and utilizing the above information. 3.2.2.c: Percentage of higher education providers accessing and utilizing the above information have increased knowledge on how to put in place enabling conditions for on-site and distance higher education opportunities.

72. In line with and contributing to UNICEF'S 2.3.6 Education Sectoral Commitment 6.

Sub-sector	Expected results	Indicators
...	<p>3.3.1: Policymakers have the tools and capacity to implement pathways or schemes for student mobility.</p>	<p>3.3.1.a: Number of tools (e.g. plans/strategies) available to policymakers to implement pathways or schemes for student mobility.</p> <p>3.3.1.b: Availability of accurate and disaggregated data on student mobility flows (disaggregated by sex, age, migration status).</p> <p>3.3.1.c: Availability of accurate, timely, accessible, and transparent information on how to implement pathways or schemes for student mobility.</p> <p>3.3.1.d: Number of policymakers accessing and utilizing the above data and information.</p>
	<p>3.3.2.: Policymakers have increased capacity to adapt options and pathways for regular migration in a manner that optimizes education opportunities.</p>	<p>3.3.2.a: Availability of accurate data on education services and opportunities and migration flows (disaggregated by sector and type of study, and by sex, age, and migration status).</p> <p>3.3.2.b: Availability of accurate, timely, accessible, and transparent information on forms of regular migration pathways that optimize education opportunities, and how to implement them.</p> <p>3.3.2.c: Percentage of policymakers accessing the above data and information have increased knowledge to adapt options and pathways for regular migration in a manner that optimizes education opportunities.</p>
	<p>3.3.3: Policymakers understand the barriers which lead to underemployment of migrants.</p>	<p>3.3.3.a: Availability of accurate data on labour market gaps and migrant workers (disaggregated by sex, age, and migration status).</p> <p>3.3.3.b: Availability of accurate, timely, accessible, and transparent information on i.) underemployment, ii.) the barriers which lead to underemployment, and iii.) how to overcome them.</p> <p>3.3.3.c: Number of policymakers accessing the above data and information.</p>
	<p>3.4.1: Policymakers are able to develop standards and guidelines for the mutual recognition of foreign qualifications and non-formally acquired skills in different sectors in collaboration with the respective industries.</p>	<p>3.4.1.a: Number of standards and guidelines developed for the mutual recognition of foreign qualifications and non-formally acquired skills in different sectors.</p> <p>3.4.1.b: Availability of accurate data on migrants and/or displaced persons, their skill level, and previous qualifications (disaggregated by sex, age, migration status).</p> <p>3.4.1.c: Availability of accurate, timely, accessible, and transparent information on foreign qualifications and foreign qualification recognition.</p>

Sub-sector	Expected results	Indicators
...	<p>3.4.2: Policymakers have the capacity to conclude bilateral, regional, or multilateral mutual skills or qualification recognition agreements.</p>	<p>3.4.2.a: Number of agreements which include bilateral, regional or multilateral mutual skills or qualification recognition.</p> <p>3.4.2.b: Number of tools (e.g. plans/strategies) available policymakers to conclude bilateral, regional or multilateral mutual skills or qualification recognition agreements.</p> <p>3.4.2.c: Availability of accurate, timely, accessible, and transparent information on mutual skills or qualification recognition agreements, their importance and how to implement them bilaterally, regionally or multilaterally.</p> <p>3.4.2.d: Number of policymakers accessing the above data and information.</p>
	<p>3.4.3: Policymakers have the know-how and capacity to implement a system to recognize prior learning and provide certificates that are equivalent to national qualifications.</p>	<p>3.4.3.a: Number of tools (e.g. plans/strategies) available to policymakers to implement a system to recognize prior learning and provide certificates that are equivalent to national qualifications.</p> <p>3.4.3.b: Availability of accurate, timely, accessible, and transparent information on the importance of a system to recognize prior learning and provide certificates that are equivalent to national qualifications, and how to do so.</p> <p>3.4.3.c: Percentage of policymakers accessing and utilizing the above information have increased knowledge on how to implement a system to recognize prior learning and provide certificates.</p>
<p>Technical and vocational education and training</p>  <p>SDGs 4, 8</p> <p>Global Compact for Migration Objectives 1, 2, 3, 15, 16, 18</p>	<p>4.1.1: Migrants, displaced persons, and/or communities know how to access quality technical and vocational education and training.</p>	<p>4.1.1.a: Availability of accurate, timely, accessible, and transparent information to migrants, displaced persons, and/or communities on quality affordable and quality technical and vocational education opportunities available, their rights to access them, and how to do so.</p> <p>4.1.1.b: Number of migrants, displaced persons and/or community members accessing and utilizing the above information.</p>
	<p>4.2.1: Education and training providers understand how to put enabling conditions in place for migrants, displaced persons, and/or community members to access both on-site, distance, and/or work-based quality TVET and learning.</p>	<p>4.2.1.a: Availability of accurate data on migrants, displaced persons, and/or community members accessing TVET opportunities (disaggregated by sex, age, and geographical location).</p> <p>4.2.1.b: Availability of accurate, timely, accessible, and transparent information on i.) the barriers to migrant, displaced person, and/or community access to on-site and distance quality TVET, ii.) the importance to their access, and iii.) how to do so.</p> <p>4.2.1.c: Number of education and training providers accessing and utilizing the above data and information.</p> <p>4.2.1.d: Percentage of education and training providers accessing and utilizing the above data and information have increased knowledge on how to ensure universal access both on-site and distance to quality TVET.</p>

Sub-sector	Expected results	Indicators
...	<p>4.3.1: Policymakers implement coordination mechanisms to facilitate skills matching for migrants and/or displaced persons in vocational training programmes.</p>	<p>4.3.1.a: Number of coordination mechanisms developed on skills matching for migrants and/or displaced persons in vocational training.</p> <p>4.3.1.b: Number of targeted policymakers participating in coordination mechanisms on skills matching for migrants and/or displaced persons in vocational training.</p>
	<p>4.3.2: Policymakers utilize labour market needs assessments and labour market information systems to accurately match migrant TVET qualifications to employment.</p>	<p>4.3.2.a: Number of labour market needs assessments used by policymakers to accurately match migrant TVET qualifications to employment.</p> <p>4.3.2.b: Number of labour market information systems used by policymakers to accurately match migrant TVET qualifications to employment.</p>
	<p>4.3.3: Policymakers understand the barriers for migrants and/or displaced persons to enjoy equal access to on-site, distance, and work-based quality TVET and learning.</p>	<p>4.3.3.a: Availability of accurate, timely, accessible, and transparent information on i.) the barriers to migrants' and/or displaced persons' access to on-site and distance quality TVET, ii.) the importance to their access, and iii.) how to leverage opportunities for their inclusion.</p> <p>4.3.3.b: Number of policymakers accessing and utilizing the above information.</p> <p>4.3.3.d: Percentage of policymakers accessing and utilizing the above information have increased knowledge on how to overcome the barriers to migrants' and/or displaced persons' access to both on-site and distance quality TVET.</p>
	<p>4.3.4: Policymakers promote, through social dialogue, inter-institutional networks and collaborative programmes for partnerships between the private sector and educational institutions to enable mutually beneficial skills development opportunities for migrants and/or displaced persons.</p>	<p>4.3.4.a: Number of inter-institutional networks and collaborative programmes developed on enabling mutually beneficial skills development opportunities for migrants and/or displaced persons.</p> <p>4.3.4.b: Number of policymakers, private sector actors and educational institutions participating in inter-institutional networks and collaborative programmes on enabling mutually beneficial skills development opportunities for migrants and/or displaced persons.</p>

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