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Thematic 2: Skilling Migrants for Employment

**The Future of Labour Migration and Mobility:
Innovative Partnerships for Sustainable Development**

Technical Paper

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1. Introduction

In the modern world, where transforming labour markets, shifting workforce demographics and the growing mobility of workers urge new skills and labour requirements, there is a need for a global approach to skilled migration – one which will truly be a triple win for the migrants, the Country of Destination (CoD) and the Country of Origin (CoO), and not only to the benefit of the migrant, the employer and the CoD. The 18th Objective of the Global Compact on Migration calls on governments to “Invest in skills development and facilitate mutual recognition of skills, qualifications and competences”.

According to UNDESA, the stock of international migrants worldwide reached an estimated 272 million in 2019, with nearly 56% residing in countries in more developed regions and 44% in countries in less developed regions. As many as 65% of all international migrants resided in high-income countries, 30% lived in middle-income countries, and only 5% settled in low-income countries¹. It is estimated that 164 million² of the global stock of international migrants are labour migrants (i.e. approximately two-thirds of the global migrant population).

While global population of international migrants remain a very small percentage of the world's population (3.5%), it is estimated that number and proportion of international migrants already surpasses the projections made for the year 2050, which were in the order of 2.6%.³ Nevertheless, it is widely recognized that the scale and pace of international migration is notoriously difficult to predict with precision because it is closely connected to acute events, such as severe instability, economic crisis or conflict, pandemics, as well as , long-term trends, including demographic change, economic development, communications technology advances and transportation access, etc.⁴

Labour migration and mobility⁵ affects workers at all skill levels. Increased competition for talent has particularly accelerated labour migration and mobility. To address the need for migrant workers, countries introduce diverse policy approaches and tools. The movement of migrant workers over the years, have been governed by different modalities: bilateral labour agreements, memoranda of understanding, framework or cooperation agreements, protocols of free mobility within skilled migrant workers in CoD, economic communities, etc.

It should also be noted that since there are many drivers of migration, not all migration has always been well-governed. At the same time, issues of skills anticipation, development, matching and recognition are becoming more important for migrant and national workers too. Skilling migrants in the framework of traditional skilled migration usually commences with a national/regional skill development exercise. An exercise that is led by the government as it links to national, local or

¹ UN International Migration Report 2019 -

https://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/InternationalMigration2019_Report.pdf

² https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_652001.pdf

³ Ibid.

⁴ UNDESA Report, 2003.

⁵ As per the International Conference of Labour Statisticians (ICLS) Guidelines concerning statistics of international labour migration, “labour mobility” is referred to as temporary or short-term movements of persons for employment-related purposes, particularly in the context of the free movement of workers in regional economic communities. For more information, see: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_648922.pdf

sectoral development plans and is usually exclusively funded by the CoO. On the other hand, based on the UN's institutional frameworks and guided by the principle of migrants' well-being, IOM has identified eight essential prerequisites which must be met to make Skills anticipation, development, matching operational and sustainable: 1. Joint long- and mid-term planning by both CoD and CoO 2. Skills classification and recognition plans require a at national level and beyond 3. Multi-stakeholder approach & policy coherence 4. Address the social aspects of employment and mobility 5. Data for evidence-based policy 6. Incorporate migration considerations 7. Local development and job creation 8. Cost reduction and sharing

Both - traditional approaches to skilled migration as well as the mobility schemes currently being promoted by countries such as European Union (EU) Member States and implemented by a number of EU MSs - tend to benefit labour markets and employers in destination countries, while origin countries, in turn, often bear the costs associated with the emigration of skilled workers, which then might be missing in the local labour market. Against this backdrop, policymakers have increasingly turned to an all-party-benefiting alternative: Skills Mobility Partnerships (SMPs). Rooted in SDG 4, 8 and 10 and expressly called for in Objectives 5 and 18 of the Global Compact for Migration, SMPs offer an innovative tool that is centered around worker's skills formation and development, while placing special emphasis on multi-stakeholder collaboration. When implemented effectively, SMPs can help destination countries meet skill shortages and labour market needs, while sharing costs with the CoO for the educational reforms necessary in the CoO to improve not only the migrant's skills sets but also the skills sets of the local population, and thereby career prospects for those who will not migrate. In addition, CoD in Skills Mobility Partnerships will facilitate migrants' contributions to country of origins' development through remittances, capacity building and skills transfer.

Skills Mobility Partnerships (SMPs) are typically bilateral or multilateral agreements concluded between States. However, unlike traditional BLAs which focus on addressing labour market needs of CoD, SMPs - although they may vary in form, modality and level of stakeholder involvement, they all place skills development at the heart of their efforts. All SMPs possess the following five components: • formalized State cooperation • multi-stakeholder involvement • training • skills recognition, • migration/mobility.

Indeed, SMPs require close cooperation between multiple partners. In the education sector, these include formal and informal educational institutions, technical vocational education and training centres, and employer training and skills development programmes; national and regional certification institutions, which are often linked to local educational systems; and professional boards or associations. On the government side, the partners include line ministries (labour, foreign affairs, economic development, education, interior, immigration, migration), State certification institutions and local authorities. Employers' and workers' organizations also play a key role, as do migrant associations and non-governmental organizations working in rights protection, representing migrants' interests or advocating skills recognition and decent work. Other key stakeholders are employers, multinational corporations, small and medium-sized enterprises and their networks, industrial, central or local associations, chambers of commerce or trade, local, regional and national professional associations and boards, recruiters and recruitment agencies and their networks. Communities of origin and destination, and diaspora communities and organizations are also important stakeholders especially when devising plans in anticipation of skills demands (current and future).

In the African context, SMPs need to be expanded from the scope which traditionally focused on high-skilled jobs, to skilled jobs - and in recent years on Technical and Vocational Education and Training (TVET), to include also "low-skilled" jobs. These low-skilled jobs, for instance, care giving, cleaning, are in large demand globally, and are currently highly supplied by Africans, result

in steady remittances and developmental impact but fail to be productively regulated by governments.

2. Taking stock of practices in the region

The African Union member states consider the development of human resources to be a key factor for the economic and social development. As a result, promoting free movement of people in the continent have been high on the regional integration agenda. To make free movement of persons more effective, skills anticipation, portability, matching as well as access to skills development for all workers should be ensured. To this effect, there are many on-going projects and specific activities, these include:

- a) SADC region launched its regional qualification framework in 2017 for easy mobility of students and migrant workers within the region and internationally. SADC Member States are required to rollout their qualification in alignment with the regional qualification framework adopted in the region.
- b) ECOWAS is developing a regional qualification framework with the support of UNESCO, while all Member States of ECOWAS are in the process of designing national qualification frameworks.
- c) EAC approved its qualification framework for the higher education in 2015 with mutual recognition agreements amongst various professions to facilitate easy movement of skilled workers across the region. Similarly, various activities and trainings have been conducted across the continent to sensitize member states in adopting a harmonized qualification framework in the continent to ease movement of skilled migrant workers and students.
- d) The [Skills Initiative for Africa \(SIFA\)](#) Project aims to promote the occupational prospects of young Africans through the support of skills development programmes and close cooperation among relevant actors. Within the project, the African Continental Qualifications Framework (ACQF) is being developed over a period of 3 years (2019-2022). The ACQF, as a policy instrument, aims to enhance comparability and transparency of qualifications from all sub-sectors of education and training; facilitate recognition of diplomas and certificates and ultimately ease African and international mobility of learners and workers. The SIFA project also has a component on enhancing the capacities of national authorities and RECs for labour market forecasts and skills need anticipation systems.
- e) '1 Million by 2021' initiative, an initiative of the African Union which aims to reach one million youth in Africa through creating concrete opportunities in Education and Skills Development, Employment, Entrepreneurship and Engagement to actively and meaningfully drive the full realisation of Africa's Agenda 2063.
- f) The AU-ILO-IOM-ECA Joint Programme on Labour Migration Governance for Development and Integration in Africa (JLMP), is a long-term Programme: which aims to strengthen effective governance and regulation of labour migration and mobility in Africa. One of the strategies of the project is to resolve skills shortages through addressing skills mismatches while increasing recognition of harmonized qualifications across Africa. A three-year project JLMP Priority project is supporting the development of regional mutual recognition arrangement in the leather sector. For this, two studies will be prepared. The first study will explore the scope of labour mobility in the sector and the extent to which the recognition of skills and qualifications is actually a barrier to improved labour mobility, with a particular focus on value chains in three corridors in North, West and East Africa. The second study aims at collecting information on current national, regional and

continental qualifications and curriculum available for workers in the leather industry in Africa to enable further analysis of the potential for continental level qualifications for the sector. Two studies in the leather sector will be carried out as a mechanism to provide information on what exists including the range of occupations and jobs, enrolment and completion data, occupational standards, qualifications, programs and learning pathways relevant to the leather sector, existing education and training opportunities which will be the fabric for outlining the framework of possible model qualifications for the sector. In addition, the studies will analyse the extent of labour mobility in the leather sector of the identified countries, identify corridors along which labour mobility is most significant, key factors that restrain labour mobility, as well as challenges associated with recognition of skills and qualifications in the leather industry. The project also intends to conduct a study on health workers' skills portability. These JLMP interventions will go hand-in-hand with capacity building for key stakeholders on skills needs anticipation and matching as well as rolling out of skills partnership along specific migration corridors in Africa.

3. Challenges

3.1 General challenges:

Upon migration, migrant workers, at different skill levels, face different sets of challenges, which are often exacerbated by the high level of informality that makes skills anticipation, development, matching and recognition even more challenging.

- a) Brain drain and waste: International migration of skilled persons has assumed increased importance in recent years. The problem lies in the fact that this demand is largely met by developing countries, triggering an exodus of their skilled personnel. A large outflow of skilled persons poses the threat of a brain drain, which can put a strain on social services such as health and education and adversely impact local growth and development.

It should be noted, than many skilled migrant workers, with tertiary education, often fail to secure employment in their countries of origin, thus leading to brain waste. Accordingly, many of them make the decision to migrate.

Upon migration, data taken from the country of origin often mistakenly labels most skilled migration as brain drain, without taking into consideration that many of those migrants were unemployed.

In the country of destination, a common challenge is the poor and sometimes lack of negotiated mechanisms for recognition of qualifications and skills gained in Africa. This leads to under-utilization of migrants' skills and qualifications, as they work in jobs for which they are overqualified, which results in brain waste. It should be noted that brain waste is usually the fate of the highly skilled. The absence of recognition strategies for both the fair integration of migrant workers in the country of destination and for his/her reintegration in the labour market of country of origin upon return.

- b) At the same time, many migrants, especially those who have not migrated within the framework of Bilateral Labour Agreements, end up in the informal sector in the CoDs. Due to their level of skills (semi-skilled/unskilled). Due to inherent challenges in regulating the informal sector, the migrants end up being exposed to or subjected to exploitation and abuse, including human trafficking, and poor working and living conditions.
- c) Absence of a systematic approach to data collection and analyses on migration, especially with regards to migrants' skills: Labour market information systems provide governments, employers and workers with information about labour market trends, employment

opportunities and skill shortages which enhances their capacities to build sustainable systems for skills anticipation and matching in Africa: .

Currently, in most countries of origin, limited information is available on local labour market needs (structural or temporary) in different economic sectors and occupations, and on skills shortages, particularly in the private sector. However, most countries do not have a systematic approach to data collection and analyses on labour market and migration, especially related to excesses and surpluses of skills and jobs and to migrants' skills. This, in turn, makes measurement of qualifications and skills mismatches difficult, which is reflected by the low-rate of measurements carried out in Africa. In this regard, the ICLS has recently adopted Guidelines concerning measurement of qualifications and skills mismatches of persons in employment.⁶

- d) Coherent, responsive and comprehensive skills and TVET strategies: To address the issues of skills, relevant stakeholders must be brought on board. Employers' and workers' organizations are key stakeholders as they are interested in having effective arrangements for skills development and recognition of migrant workers, given that this facilitates job matching, enhances productivity and reduces the risk of abuse and exploitation, including addressing brain drain and brain waste.

Skills policies should also respond to emerging skills and traditional skills. Strategies must factor in the need for continuous learning through skilling, reskilling and upskilling and will require reform of existing curricula through engagement of relevant stakeholders including employers, workers' organizations, labour offices as well as training institutions. Skills policies should also be coherent with other government policies and priorities such as poverty alleviation, peace, social equity and inclusion. Also, there needs to be a paradigm shift, as most young people find white-collar jobs attractive and more prestigious, and do not pay needed attention to the growing demand for blue-collar jobs, especially in developed countries.

- e) Informal apprenticeship systems remain a key source of skills training in Africa. The positive aspects of informal apprenticeship are its practical orientation, its self-regulation, and self-financing. Its flexible nature accommodates individuals who lack the educational requirements for formal training.

However, this type of training is often of long duration and low pay and lacks formal certification. In this regard, there is a need to upgrade existing informal apprenticeship systems. A step-by-step approach combining various modalities of interventions may be necessary to enhance the quality of training and of skills acquired, working conditions, and recognition beyond the local community.

- f) Qualifications and skills portability: Concerning tertiary education, in 2014, the Arusha Convention was revised, resulting in the adoption of the Addis Convention. The revised Convention brings the provisions relating to Africa in line with those of the 1997 Lisbon Convention, thereby allowing for more effective transcontinental cooperation in the field of higher education, and potentially contributing to alleviating brain drain and brain waste issues.

Further, the timely establishment of regional qualification frameworks in Africa could facilitate skills mobility within the different region, including the recognition of non-formal and informal learning. They could also enhance the quality of national education and training systems, and

⁶ See: https://www.ilo.org/wcmsp5/groups/public/--dgreports/--stat/documents/meetingdocument/wcms_648557.pdf

prepare the conditions for future inter-regional skills comparability in the framework of the African Qualification Framework. The development of both the regional and continental qualification frameworks could go in parallel, and reinforce each other.

- g) Time poverty: Upskilling usually requires a steady wage often achieved through employment in a basic waged job that make ends meet. Upon successful employment to cover basic needs, then comes the need for language courses, technical training courses, and digital literacy to name a few. The challenge is that even when there is a sincere will to upskill oneself, most low-skilled migrants are faced with multiple barriers acquiring those skills.

Most low-skilled and low-waged jobs are found within the industrial areas or the center of the city where migrants, due to their limited wages, are unable to afford the high housing costs there leading them to secure housing in other affordable but remote areas. This is compounded by inadequate transportation means and thus longer hours spent in commuting. Caregivers often face double jeopardy as they need to factor money needed for childcare, and factor time for chain stops i.e. school dropping, grocery shopping, and house chores which continue to be predominantly shouldered by women. All these leads to numerous financial and time pressures often inhibiting migrants from upskilling themselves.

Time poverty is also related to the presence of a large informal sector. There is a need for active engagement of the social partners at all stages of the employment, education and training policy cycle. Reducing informality, as indicated in ILO Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204)⁷, and regulating and supporting the development of small and medium-size enterprises (SMEs) can contribute to enhancing the opportunities for decent jobs and life-long learning.

- h) Return Migration: Upon their return to their countries of origin, migrants at all skill levels also have the potential to make a positive contribution to economic development through financial investments, as well as human and social capital acquired abroad, such as new skills, ideas and know-how. However, limited or non-existent recognition mechanisms in origin countries hinders the use of these skills that could allow them to earn higher wages and integrate successfully into their home labour markets. Skilled migrants are usually at a better advantage as it may be relatively easier to secure waged employment in their field of expertise.

Low-skilled migrants, depending on the jobs they held in the country of destination, often establish their own businesses usually due to lack of other alternatives. Women in care jobs are often hit the hardest as lack of certification continue to be a barrier against finding jobs in the country of origin, and often due to false perception and lack of clarity on the services provided, deem such jobs disrespectful resulting in reintegration challenges in the community.

3.2 Specific challenges:

SADC member states face a number of challenges in the implementation of the SADCQF. Besides the lack of and/or inconsistent data on migration and skills, these include limited research capacity leading to limited TVET data within the region to understand the impact of current policies and systems; no definite agreement amongst member states on the nature and scope of TVET or the quality standards for delivering programmes within these institutions. Also, liberalized education systems and the surge of unfettered private education institutions characterized by

⁷ See: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R204

unclear quality assurance standards and regulations weakens the competitive edge amongst countries.

However, the work on data collection, harmonization and analysis is carried out. One example is the harmonization of labour migration modules across labour force surveys and the training of all 16 member States' national statistics officers in standard reporting, within the framework of past SADC Labour Migration Action Plans. Moreover, according to the recently adopted Labour Migration Action Plan, efforts will be put in place to establish a Labour Migration Observatory in the sub-region that will help with analysing labour market and training data.

The East Africa Community began its harmonization process during the colonial and post-colonial periods through provision and training services based on a common curriculum and through established regional organizations and institutions like the University of East Africa. However, fragmented implementation of the regional framework, delays in developing an appropriate capacity towards achieving 'Education for all citizens' goals and formulating sustainable solutions to address the mismatch between skills gained and labour market requirements, inflexible admission criteria at national level, the absence of credit transfer arrangements (locally and regionally) as well as poor recognition of regional qualifications externally hinder smooth implementation of the qualification framework.

4. Skills-based migration and inter-state partnerships

Skills-based migration refers to the movement of skilled migrant workers for the purpose of employment at their skill level in the country of destination. Focusing on skills development, skills mobility partnerships aim to benefit all stakeholders and may be in the form of bilateral or multilateral agreements between states. Globalization, increased labour migration across regions, demographic changes and digitalization have led to increased competition for skilled workers as human capital is key to economic development. However, the movement of skilled migrants across these regions and international borders requires cooperation and joint long term planning between the parties concerned i.e. states, employers, educational institutions and communities and migrant workers themselves. With mutual cooperation amongst governments, social partners, TVET institutions and international organizations the benefits of these cooperation will be shared with all these stakeholders including the migrant workers.

At the same time, labour markets are changing drastically with the rapidly changing trends on future skills demand from intermittent employment modalities, digitalization and skills demand from both the countries of origin and destination. To this end, having skill-based migration and inter-state partnerships for students is an asset. With mutual cooperation amongst all stakeholders, student mobility can be enhanced through offering education and trainings at the country of origin or destination thus improving the credibility of recognizing the skills acquired from these trainings by both parties. Further, improved communication between the employers, workers, governments, and training and education institutions to understand the needs of business enterprises will greatly improve the quality and relevance of training to respond effectively to the needs of future economies. To achieve these and improve the process of skill-based migration between the countries of origin and destination, governments, in consultation with employers' and workers' organizations, should invest in research and anticipation of future skills demand and supply, and offer training opportunities accordingly to both national and potential migrant workers. This approach will also address issues related to brain drain and brain waste.

Since the future economic trends require migrant workers to have skills and knowledge that easily adapt to the dynamic and changing needs of the employers, all the stakeholders should ensure that they create new approaches for training future employees, create an enabling environment for skills portability, self-realization and employability of migrants in the long run. Digital learning has become more important during the current COVID-19 pandemic and governments, employers' and workers' organizations should further develop learning platforms that would allow continuous skills development. In this regard, they social partners, non-governmental actors, employers and the private sector actors should ensure that there is an equal opportunity for all in terms of skills development and employability. Consequently, employers should maintain high standards of professionalism by hiring qualified employees based on skills and values, coupled with adequate self-realization opportunities for the employees.

In addition to the features of skills based mobility or skills based migration as described above, the concept of SMP by IOM and ILO only have to add three more essential prerequisites which must be met to make Skills Mobility Partnerships operational and sustainable: Address also the social aspects of employment and mobility, promote local development and job creation and not least of all insist on Cost reduction and sharing for training and education between CoD and CoO.

5.Way Forward

Improving data collection, processing and analyses: Updated and reliable statistical information is essential to ensure that international, regional and national policy discussions can rely on a solid evidence base. The timely collection and analyses of migration data will address the existing knowledge gaps in understanding the implication of future skills demand and supply on labour markets. At the same time, challenges in this field remain multiple and relate to a variety of factors ranging from the statistical definitions to the need for capacity building and sufficient data collection systems. There is need for countries and RECs to develop Integrated Labour Market Information Systems which includes labour migration, to improve the labour migration governance policy and administration at national and regional levels.

Increase access to education and training. Strong education and training systems support migrants in developing relevant and quality skills and improving access to employment and decent work. TVET programmes can help them establish ties with the private sector and acquire skills that enhance employability. The involvement of social partners in the governance, design, planning, implementation, monitoring and evaluation of skills policies and systems is of critical importance to ensure their effectiveness, relevance and quality. Migrant workers should be proactive in searching out information on the available training (skilling and upskilling) programmes available in the country of destination.

Increase access to Education and Training; Training and education are needed to support upskilling of migrants and leverage their unique skills across different sectors. IN the African context, where such a large part of the workforce is actually engaged in the informal sector, this training and education should be made available and reach out not only to people who have completed a formal education, but also and especially to youth, women and migrants in the informal sector in order to allow for their transition from the informal sector to the formal sector and allow them as well to be upskilled to be able to participate in skills based migration schemes.

This requests are often marketed as a humanitarian approach which is budget heavy, however data shows that the demand for workforce in general, and quality skilled workers -low skilled and middle skilled- has become vital for the sustenance of economies especially with ageing communities across the globe. With good quality education complemented by relevant vocational

training and skills development opportunities, anticipation of future skills, proper engagement of workers, employers and education institutions in decision making on training programmes, viable financial mechanisms coupled with continuous evaluation of both social and economic training outcomes, future generations can be endowed with productive core skills enabling them to adjust to the rapidly changing technological innovations and globalized labour markets

In order to enhance migrants' access to education. To ease these pressures and training, providers can also offer incentives such as quotas or subsidies. Language classes and technical skill training tailored to migrants' specific needs at the workplace will fit the needs of the different migrant communities and result in better practice and faster learning. Holding the training at the workplace will eliminate time needed for commute. To cater for care takers/parents in general and women specifically, on-site childcare can go a long way in better time and money management.

Recognition of qualification. Recognition of skills and qualifications and matching them with occupations is key to ensuring the effective mobility of migrant workers. The AUC should continue working towards the development of a Continental Qualifications Framework (ACQF) that would enable skills portability within the continent and allow the recognition of non-formal and informal learning. In turn, this will contribute to the improvement in the quality of national education and vocational training systems. The adoption of the ACQF could be a reference point for all African countries to link their qualifications and enhance comparability and transparency of qualifications, thus building the basis of an effective mobility of skills within the continent.

Recognition mechanisms tend to be most effective when developed through social dialogue, involving governments, employers' and workers' organizations and education and training institutions. This is true for both formally certified qualifications and informally acquired skills. Measures should be taken in accordance with the Objective 18 of the GCM 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 with a view to ensuring worldwide compatibility based on existing models and best practices".

Promote policy coherence. Work to improve skills identification and matching should be combined with broader efforts to enhance coherence between employment, education and training, and migration policies. This should be done with the active participation of government institutions and the social partners. These coordinated efforts will also lead to a better information exchange between the education system and the labour market, thus allowing for up-to-date skills information and forecasting through well-functioning labour market information systems.

Partnerships: A holistic approach on multi-stakeholder cooperation and partnerships on skilling for better migration is needed. These partnerships should include the governments of the countries of origin and destination, employers' and workers' organizations, the diaspora and relevant international and civil society organizations. An example in this regard is the Global Skills Partnership⁸, forged by the ILO, the IOM, the UNESCO, the International Employers Organization (IOE), and the International Trade Union Confederation (ITUC). The aim is to mobilise their constituencies, pool their expertise, build platforms to assist national and migrant workers. The Partnership will pay particular attention to low- and medium-skilled migrants.

The SMP concept by IOM and ILO explains in a straight forward way how skills mobility partnerships can be set up and negotiated between CoD and CoO at all skills levels, not only at the tertiary level, involving students.

⁸ See: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_653993.pdf

Examples given: chambers of commerce of a CoD and/or private sector companies who are interested to hire people with specific skills in CoO to work in their companies, join forces with the Ministry of Education of these CoO in order to reform existing vocational training programmes to ensure that these vocational training institutes produce the people with the right skills sets

Or development cooperation agency of the CoD funds a cooperation between the educational facilities of the CoD and the CoO in a specific sector (e.g. tourism) to jointly reform the VET curricula in tourism in the CoO. Students who go through this reformed VET training also have the opportunity to do an internship with employers in the CoD, after which they return to complete their education in the CoO.

At the global level, and in the implementation of the Global Compact on Migration, IOM, ILO, UNESCO, IOE and ITUC have established the Global Skills Partnership for Migration (GSPM) to mobilize necessary resources, pool expertise and put in place platforms to help governments, employers, workers and their organizations, educational and training institutions, and other stakeholders develop and recognize the skills of migrant workers and their non-migrant peers, focusing on women and young people, their career development and well-being, and sustainable mobility schemes, including in the framework of bilateral and multilateral agreements.

Strengthen skills anticipation systems to formulate migration policies that meet skills demand, and help eliminate brain waste- in countries of origin and destination. Regional Labour Market Monitoring can play a crucial role in this exercise. Regional Labor Market observatories are yet another means to collect harmonized labor market information (needs and supply) across a region. Observatories provide an important contribution to gathering and analysing information on demand-led adjustment of qualifications and skills – anticipation and matching – and support decision-makers by: 1) monitoring labour market and skills dynamics – data and analysis; 2) providing evidence-based recommendations for action; 3) stimulating debate with important stakeholders: public institutions, socio-professional organisations, regional bodies, business communities, civil society, academia.

Observatories provide a range of information products from data collection, research, analysis and systematization, in particular: data bases, selected indicators, trends analysis, scoreboards of main indicators by region / sector, mapping and catalogues of occupations and qualifications by sector, barometers of occupations, analytical reports on labour market forecasting, guidance and information materials for youth on occupations and sectors, tracking of graduates, studies of external performance of training policies. In several countries observatories are increasingly asked to work on labour market and skills forecasting.

Among others the diaspora can play an important leading role in skill anticipation programme design, and implementation, including Student mobility programmes; sustainable return and reintegration of migrants, support in the design and delivery of programmes aimed at supporting the upskilling and integration of migrants in the countries of destination.

Utilize student mobility schemes to enhance the process of skills-based migration and inter-state partnerships as this adds value to both countries of origin and destination by providing a platform where skills and knowledge acquired are recognized mutually by both parties.

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