



## TOWARDS AN INCLUSIVE APPROACH TO CITIZENSHIP

## INVESTING IN EDUCATION FOR THE EMPOWERMENT OF ALL CITY RESIDENTS



International Workshop organized by THP Foundation  
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and Social Transformations for Inclusive Cities for the 21st Century*  
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COMPAGNIA  
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Children in Baqaa, refugee camp, north from Amman, Jordan Nov. 2007 © Gerhard Van Roon/ THP

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Editor: Antoine Meyer, THP Project Coordinator



### SHIFTING THE FOCUS TO *EDUCATION*

To what extent is education the key to the inclusion and empowerment of all in the city? Is it a required focus for a holistic human rights based approach to personal and collective development in the city? What are the challenges in terms of effective and equal access for refugees and migrant populations? Beyond access, what proactive policies can enable newcomers to overcome barriers (language, school environment, orientation...)? Which stakeholders should be engaged and which partnerships established?

These are some of the framing questions which guided the work of The Hague Process on Refugees and Migration (THP Foundation) within the World Conference on the Development of Cities. Challenges were addressed by participants from Cairo, Johannesburg, São Paulo, Lyon, Turin and The Hague on the basis of their respective experiences in the field of education, human rights and migration. Relevant principles of *The Declaration of The Hague on the Future of Refugee and Migration Policy* (2002) framed the discussions, particularly *Focus on the Potentials* (13), *Integration and Social Inclusion* (14), *Participation and Responsibilities* (15), *Leadership, Education and Information* (19) (see also Annex 2).

Identifying gaps and opportunities, the work undertaken further stressed the pivotal role of education for the present and future of multicultural cities. It unveiled pathways to advance the realization of fundamental rights to education and inclusion of all city residents. The initiative received support by UNESCO, by way of its Assistant Director General for Education Mr. N. Burnett.

### BETWEEN *COPENHAGEN* AND *JOHANNESBURG*: OVERVIEW OF THP INITIATIVE WITH LOCAL GOVERNMENTS

The International Workshop was an integral part of the *Big Cities Initiative* of THP Foundation, which came about as a response to the recommendations of the *Final Report of the Global Commission on International Migration* (GCIM). The initiative – one of THP working strands - seeks to take up the issue of migration and inclusion in major urban areas across the globe from a *development* and human rights perspective. Activities undertaken aim to stimulate an *international* debate on future citizenship and on the way forward for cities within a development and human rights perspective; strengthen effective dialogue between local authorities and other stakeholders in relevant policy fields, ultimately to improve chances for refugees and migrants and the local participation of all residents. Assuming that cities are catalysts for social change, this dialogue also intends to empower local governments in informing the national and international policy agenda.

Further to a mapping International Conference held in January 2007 in The Hague, Netherlands, THP Foundation focuses on the most innovative ideas regarding inclusion and citizenship in a series of international workshops. *Non-discrimination* and *access to employment* were addressed last October in Copenhagen, in close cooperation with the Mayor for Integration and Employment and the Danish Institute for Human Rights (DIHR). Next steps will include a large International Workshop on *housing* and *health* issues to be set up together with the Municipality of Johannesburg, South Africa and local and international partners in August 2008.

### CONTRIBUTING TO THE *GLOBAL AGENDA* AND *REFLECTION ON URBAN INCLUSION*

On the occasion of the World Conference on the Development of Cities, THP Foundation was formally invited to contribute to the work of the UNESCO-led Working Group on “Urban Policies and Right to the City: Rights, Responsibilities and Citizenship”. The 4th session was convened on the 15<sup>th</sup> of February 2008, in the presence of a number of international and non-governmental organizations added by scholars and city representatives from Stockholm, Sweden and Montreal, Canada. The THP contribution, on the basis of experiences gathered from the network of local policymakers, focused on four major cross-cutting components of inclusive policies: *protection*, *access*, *empowerment* and *participation*. The growing contribution of migrants and refugees to urban development and the collective benefits at hand beyond policies addressing their specific concerns and vulnerabilities were pointed out. The group discussions and promising cooperation are notably expected to inform the reflections of the Inclusive City Award Working Group set up in Porto Alegre to engage preliminary work. Future developments will be closely monitored by THP and input provided when appropriate.

More information on this initiative as well as the overall work of our Foundation is available on the THP Foundation website. This concise report is intended to highlight some of the key findings of the workshop. It draws upon previous THP work in the field of migration and education and opens up new paths for reflection. It will be largely disseminated for that purpose. We look forward to your reactions and comments.

The Hague Process on Refugees and Migration (THP Foundation)  
The Hague, Netherlands, March 18<sup>th</sup> 2008

The following key points emerged from the presentations and discussions:

### 1.1 EDUCATION AND THE CHALLENGE OF BUILDING MULTICULTURAL CITIES

- **From the Right to Education to Rights Education.** Education is instrumental in building and nurturing shared values, a culture of mutual respect and informed citizenship. Beyond limitation in cross-countries (and cross-cities) evaluation, education is indisputably a key driver for inclusion and participation in urban areas. While access remains a fundamental agenda, holistic approaches include, from a policy perspective, the development of a number of areas with high potential for the empowerment of migrant and refugee populations (and beyond for residents irrespective of status). These include early childhood and adult education as well as civic and rights education.
- **Citizenship and Collective Benefits.** Much can be expected from upscaled access to education for refugees and migrants in terms of the city's socio-economic and cultural development and overall inclusiveness. There are a variety of collective benefits and opportunities at hand. For the overall education system, these include more representative and open schools, multicultural and responsive teachers teams and pedagogic support, curriculums with renewed cultural content and a favorable environment to transmit values of tolerance, respect, openmindedness and curiosity to other cultures. If devised with a larger *residency-based perspective*, policies and initiatives to address specific concerns can trigger greater overall transparency and accessibility of information and social services, openness in participative democracy initiatives. Education can thus contribute in many ways to shape local governance and active citizenship, enhancing the autonomy of local citizens and reducing social consequences and costs identified where access is not effective.
- **Human Rights Framework.** Challenges related to education are informative of the extent to which human rights are fundamental in designing and grounding inclusive policies at the local level. Available norms offer a point of reference and protective framework for the individual. It is critical in defining entitlements, obligations and responsibilities with respect to the right to education, especially for most vulnerable populations including non-citizens and children of asylum-seekers, undocumented migrants or migrants with irregular status. Realizing these rights demand shared responsibilities, initiatives and partnerships.

### THE AGENDA FOR CITIZENSHIP, INCLUSION AND EDUCATION

- **Identifying Barriers and Building Awareness.** A number of often interlocked factors can account for the lack of access to education and capacity to respond effectively. These include legal barriers, issues of visibility and data collection and awareness; lack of prioritization; lack of political resolution; socio-economic barriers; limitations in capacity and resources often with an absence of sufficient coordination across levels of governments and stakeholders. Attention is also needed to the most concrete barriers: hampering school fees and related expenses (transportation, uniforms), language and discrimination issues.
- **Acknowledging the Structural Dimension of Discrimination.** Beyond the immediate expressions of racism or xenophobia, tackling the issue proactively requires a review and adjustment of structures, norms, and systems which in effect sustain systematic barriers for some residents, even when not originally intended to do so. Training opportunities can help educational practitioners adopt a reflexive attitude to their own practice. Key is to screen discrimination also *within* and *beyond* the school, notably in professional training and access to the labour market.
- **Upscaling Access.** Beyond the involvement of citizens themselves, there is unexplored potential in building covenants with non-governmental and community organizations as well as the private sector. Public authorities can build on the capacity of community organizations as well as on the available expertise of NGOs (i.e in rights education and legal assistance) to monitor, sensitize and develop a rights-based approach to education and to upscale access. Efforts in public awareness and support to action-oriented research, provision of information and orientation in partnership with NGOs, and outreach to communities and parents to engage in school governing structures are likely to improve results.
- **Empowerment and School Support.** Education systems can build on the motivation capital and aspirations of immigrant students and their positive attitudes towards school and learning. Successful school systems exist and usually share the following characteristics: universal standards and high ambitions for students; comprehensive support programs (including language) with adequate resources; emphasis on integrated and individualized pathways. Curriculums, student support and orientation, school environment and attractiveness are among the key areas where all actors need to engage in constructive cooperation and share knowledge.
- **Policy Coherence and Impact.** In general terms, effective responses will capture and explore the extent to which the agenda for education is interlocked with other dimensions, particularly housing and health as well as labour market inclusion. The challenge is to assess and address barriers in a comprehensive fashion. Although facing immediate local challenges, cities typically share responsibilities, mandates and resources with other levels of governments. With respect to education, national or federal governments typically retain the larger mandate. This renders structured dialogue on opportunities and potential partnerships across levels of government all the more relevant and required. This critical process can guarantee greater coordination, a more efficient allocation of resources and deepen the coherence and overall impact of policies.

## 2. THE ROLE OF LOCAL GOVERNMENTS

### 2.1 MUNICIPALITY OF JOHANNESBURG, SOUTH AFRICA

The City of Johannesburg's Human Development Strategy provides the strategic framework for an intervention on building social cohesion for the migrant communities, and for putting in place the mechanism to facilitate their integration into the City's social fabric. This commitment is concretized through the "Anti-Xenophobia and Common Citizenship Programme, which forms part of the long-term strategic interventions aimed at addressing the social attitudes to xenophobia, the effects of human trafficking and increasing tolerance to migrants.

#### **INFORMATION/ EDUCATION TO RIGHTS: SERVICE DELIVERY MODEL**

The Migrant Help-Desk is a service model that operates from Monday to Friday, predominantly providing advice on how to access essential services for new migrants to the City. The objective of the Migrant Help-Desk is to make refugees and migrants feel at home. It is a model that allows City personnel to operate jointly, within one space with partner organisations, to provide a comprehensive package of services to those seeking assistance. Partner organisations provide interventions that include legal assistance, shelter, social relief, counseling and referral services.

#### **THE ROLE OF THE LOCAL GOVERNMENT**

1. Early integration based on equal treatment is in the best interest of **all**.

Education for children and access to health and other public resources are key factors for the successful integration. Critical to social inclusion as a two-way process is the involvement of the local population and to have a national strategy based on unity and diversity. New communication technologies in respect of the South African Department of Home Affairs is crucial in order to ease the back log experienced in the processing of asylum seekers applications and granting of refugee status.

2. Major efforts in public awareness, research, information dissemination and education are needed to help communities deal with refugees and migration. Political, religious and business leaders, as well as the media, carry a special responsibility to counter racism, xenophobia and fear and to promote a culture of mutual respect and inclusiveness.

3. Informal education on values; mutual respect; information dissemination; rights and responsibilities for **all** is essential.

4. Explore all options available, to build on the motivations and aspirations of refugees and migrants and their positive attitudes towards school and learning.

5. Extend the municipal bursary scheme to be inclusive of all applicants and not to be restricted to citizens alone - a service contract can be linked to the bursary scheme in order to render services to the municipality at the completion of studies.

6. Advocate and promote the rights of refugee children as stipulated in the Children's Rights Charter and Rights of children in the SA Constitution.

7. Strengthen partnerships with NGO's that provide basic needs to refugee children, organisations such as the Refugee Children's Project, which provides shelter, food, clothing and school fees. Such organization can be supported through the Social Funding programme).

8. Provide guidelines to Early Childhood Education Centres in order to comply with Municipal by-laws on compliance to Health and Safety and the issuing of related certificates.

9. Provide translated information on procedures for admission, education paths, and school curriculums for parents of immigrant students in order to gain decision making capabilities.

10. Language tuition: Both migrants and members of the local community should learn a foreign language to promote the integration of migrants and refugees within the hosting society, e.g. learn Portuguese, Swahili, French and Zulu/Sotho.

11. Encourage parents of migrant children to be involved in community structures such as School Governing Bodies.

#### **THE CHALLENGE ON ACCESS TO EDUCATION FACED BY THE LOCAL GOVERNMENT**

Refugees and migrants have skills, knowledge, experience and strong aspirations for a better life. These aspirations need to be harnessed to productive and enriching endeavors. Access to education and other public resources are important incentives to develop their own capabilities. Such strategies empowering refugees and migrants to lead fulfilling lives, also has positive effects on the host society in terms of enhancing individual autonomy; reducing social costs (social security/grants); Increasing public acceptance of the value of refugees and migrants.

Children of undocumented newcomers are especially limited by restrictive immigration policies and regulations.

Unaccompanied minors do not easily access education due to the lengthy investigation involved to declare these children – "Children in need of care" as according to the Child Care Act. Access to loans at tertiary institutions continues to be a barrier to education for both local and refugee children.

The absence of refugee camps in South Africa and the advent of democracy allowed for the social integration of migrants and refugees. Access to formal education at primary and secondary school level is open to all, and children of migrants and refugees can apply for the exemption of school fees. However, at tertiary level, there are no exemptions to the payment of school fees and, as such, children will have to apply for loans just as the local children. The documentation of migrants and refugees is essential, in that in most instances, documented migrants are often more responsive to their responsibilities as members of a particular local community. (...) Educating children is an investment into the future of the country, as children are good ambassadors of the country they live in. Informal education to promote cultural programmes and civic values can positively impact on the access to education of migrants and refugee children.

Summary from the presentation delivered by Thilu Mlangeni, Manager of the Migrant Helpdesk, Municipality of Johannesburg, More information will be available soon on [www.thehagueprocess.org](http://www.thehagueprocess.org) (Upcoming Interview in the Annual Report 2007).

## 2.2 MUNICIPALITY OF SAO PAULO, BRAZIL

### BACKGROUND

History of cultural diversity of São Paulo with the Italian, Japanese, Spanish, Lebanese immigration doubled by new migration patterns from Latin American countries (Bolivia, Peru), Asia (Korea, China) as well as from a number of African countries.

Among the existing entities dealing with migration and settlement issues:

- CONSCRE – Conselho Estadual Parlamentar de Comunidades de Raízes e Culturas Estrangeiras
- Presença de América Latina – PAL
- Alto Comissariado das Nações Unidas para Refugiados – ACNUR
- Casa das Áfricas
- Cáritas Diocesana de São Paulo
- Centro Scalibriniano de Promoção do Migrante – CESPROM
- Centro de Apoio ao Imigrante
- Serviço Pastoral dos (l)migrantes – S. P. M.
- Casa da Cultura Peruana
- Círculo Boliviano

### CHALLENGES

Necessities pointed for the organizations:

- Responsibility of public authorities to give visibility to migrant and refugee populations and support the institutions providing them with assistance.
- Provision of public policies directed to this segment of the city population
- Creation of spaces for common reflection and development of new partnerships
- Provision of legal norms that pave the way for an inclusive regional and universal citizenship
- Coordination required between the public agencies, secretariats (health, education, housing) for all vulnerable segments of the city population.

Pointed difficulties:

- Lack of reliable data on the existing immigratory population
- Issue of visibility with a large undocumented population and language impediment
- Lack of coordination between the public sector and civil society organizations
- Issue of capacity and resources for institutions providing assistance

### GENERAL DEVELOPMENTS

- In 2005 refugees and migrants participated for the first time as an identified group in the 5th State Conference on Human Rights. Concerns were previously voiced through existing groups related to the housing movement. Space was thus created in the City Human Rights Commission (Comissão Municipal de Direitos Humanos – CMDH) .
- A work group was consolidated to elaborate and prepare in-depth work for the V Conference to be carried out and to elaborate proposals of public policies that aimed at the fulfilment and monitoring of the Human Rights. The work group focused on the subject "Refugees, Migrants, Brazilians and Foreigners" having full conscience that the human rights cannot be ordered by degree of importance but need to be addressed in a comprehensive and holistic manner. City departments and State allowed the study of the concrete realities faced by migrants and refugees, and the creation of programs in partnership with organizations dealing with discrimination issues.

Experiences and developments

- Intercultural activities
- Municipal Commission of Human Rights delivering training courses
- Formation of conflict mediators
- Legal assistance and orientation for documentation
- imposing featuring of Afro-Brazilian History and Culture in basic education curriculum (Law 10,639 of 2003)
- Access to the certified basic education with respect to the conclusions of the State Advice of Education.
- Bilateral agreements with Bolivia, Argentina

### SCHOOL-BASED APPROACH

Initiative of the Municipal School of Basic Education in Garden Brazil, Zone North

Development of a Spanish language course in the school, situated within a neighborhood hosting a large Bolivian community. Of the 1,649 registered foreign children, 1,023 (or 62%) are Bolivian. The project helped Bolivian children to integrate, their knowledge being valued by Brazilian pupils. A large number of pupils are children of immigrants in vulnerable positions, working with irregular status. The project helps children develop self-confidence and self-esteem in and beyond the classroom.

**UPCOMING:** The city of Sao Paulo will host the 10th International Congress of Educating Cities (April 24th- 26th, 2008) on the theme of: "Building Citizenship in Multicultural Cities".

Summary from the presentation delivered by Vilu Salvatore, Education Municipal Secretariat, Municipality of São Paulo Human Rights Commission – São Paulo: <http://www6.prefeitura.sp.gov.br/cidadania/cmdh>

## 3 ACCESS TO EDUCATION: ACKNOWLEDGING AND ADDRESSING THE GAPS

### 3.1. PERSPECTIVES OF REFUGEE EDUCATION FROM CAIRO, EGYPT

#### CHALLENGES

- **UNSETTLED LEGAL ISSUES:** although the preponderant legal view is that the law grants non-Egyptians the right to enroll in public school for free, the debate on the question is far from settled. This debate remains moreover confined to the realm of theory, for in practice, non-legal obstacles prove to be difficult to overcome.
- **DOCUMENTATION AND ADMINISTRATIVE REQUIREMENTS:** refugees are faced with impractical requirements as for documents to enroll in schools. Requirements neglect special circumstances faced by refugees with regards to their states of origin, the host state, and the conditions in which they fled persecution.
- **SOCIO-ECONOMIC:** The right of refugees to work is severely constrained in law and in practice. As a result, refugees live on a tight budget, often in the form of remittances from abroad, and cannot afford the price of books and transportation. Students may be exposed to racism, physical and emotional violence, acting as deterrent to sustained integration in schools. Private schools entail high tuition fees and little opportunities for scholarships. NGO-run schools often constitute the most viable alternative although often lacking of recognition.
- **LANGUAGE:** Until 2006, the majority of refugees were unable to speak Arabic; the Egyptian dialect raises further difficulties. Since public education is conducted in Arabic, bearing in mind the other impediments, few refugees find the incentive to enroll in public schools.
- **CAPACITY AND RESOURCES:** Public schools are often not equipped to host a high number of children, due to a genuine lack of resources.

#### CAUSES OF POLICY GAPS

Several reasons behind the gaps found in refugee education.

- *Genuine ignorance of refugees' rights and obligations.* Such lack of knowledge and confusion extend to their most fundamental rights and add up to the complexity in procedures and laws.
- *Absence of shared responsibilities* expressed in:  
UNHCR is largely expected by Government and refugees alike to assume central responsibilities. As an organization with limited resources, UNHCR is unable to fill all the gaps found in refugee protection and integration. Most of the organization's resources are distributed among offices operating in crisis situations, and few resources are accordingly given to the Cairo office.  
Assumption that the existence of refugee schools and the involvement of organizations such as Catholic Relief Services (CRS) in providing refugees with educational stipends absolve the government of the responsibility to guarantee that refugees access public schools.
- *No prioritization.* A high percentage of Egyptians live below the poverty line. Little emphasis on refugee children is permitted considering for instance the large number of Egyptian children of compulsory education age that are not enrolled in school.

#### COLLECTIVE CHALLENGES AND OPPORTUNITIES

- Increasing numbers of refugees, coupled with their mounting isolation from Egyptians, have greater negative repercussions on society than giving refugees access to services. In fact, in the span of two years (2004-2006) two major phenomena were witnessed as a result of the frustration felt by refugees: protest and demonstrations leading to massive arrests and violent confrontation with security services; development of youth violence among the refugee population. Exclusion from the benefits of education and the right to work resulted in some young refugees turning to unlawful activities. In the long run, the cost of fighting the rising crime rate in the refugee community and its extension to some segments of the Egyptian population will exceed that of integrating refugees in Egyptian society through education and access to the labour market.
- Local experience (e.g Arba'a wa Nus district) has shown that where poor Egyptians and refugees live side by side, and where several civil society organizations are active, the integration of Egyptians and refugees and the provision of services to both communities has been successful. The constant interaction between refugees and Egyptians has led to an understanding of each community's needs and has created a poor, yet closely knit cosmopolitan sub-society.

#### WAYS FORWARD

Selected starting points:

- Enforcement of existing decrees and gradual involvement of the government in RSD process in order to clarify to refugees that they are to enjoy the protection of the Egyptian government, not UNHCR. Similarly, it will enable Egyptian officials to work face to face with those seeking asylum. Such direct encounter will contribute to bridging the considerable gap that exists between the government and refugees, who due to the MOU, direct most of their queries and complaints to UNHCR.
- Facilitated access to citizenship for refugees must be given the opportunity to obtain Egyptian citizenship. Since one of the most important requirements for naturalization is knowledge of the Arabic language, denying refugees the opportunity to attend school and master the local language amounts to building a permanent bar to naturalization. By granting refugees this opportunity, phenomena such as youth gang violence will dissipate and increased loyalty to the country will be guaranteed. However, if the status quo is to be maintained, isolation and rising frustration will continue to permeate the refugee community.
- Engage all parties (Government, UNHCR, UNICEF, National Council for Childhood and Motherhood) to secure funding for refugee and mixed (refugee-Egyptian) schools.
- Engage an educational campaign to sensitize the city population to the problems and needs of refugees.

Summary from the presentation delivered by Tarek Badawy, Former Programme Director of AMERA  
For more information, see the full presentation available on [www.thehagueprocess.org](http://www.thehagueprocess.org)  
Africa Middle-East Refugee Assistance, AMERA (Egypt): [http://www.amera-uk.org/egypt/index\\_eg.html](http://www.amera-uk.org/egypt/index_eg.html)

### 3.2 PERSPECTIVES ON REFUGEE EDUCATION FROM JOHANNESBURG, SOUTH AFRICA

Action-oriented research was conducted in Inner Johannesburg, involving Principals, Educators, members of school governing bodies, Learners and Learners Representatives Councils, Migrant parents and South African parents, Department of Education officials – i.e. circuit office representatives, district representatives and provincial representatives, Community based organizations of migrants/refugees and South African communities and faith based organisations in the Inner-city, South African Police Service. It helped identifying barriers to access education for inner city migrants in Johannesburg. Study and initiatives could be replicated in 4 major cities with a high concentration of migrants in SA namely: Durban, Port Elizabeth, Cape Town and Pretoria.

#### BARRIERS AND CHALLENGES

- **ADMINISTRATIVE BARRIERS AND ADMINISTRATIVE (AGE) REQUIREMENTS:** Processing of relevant documents takes longer by the Department of Home Affairs - between 2-5 years. Specific circumstances (e.g conflict situations; time spent on transit) are not accommodated by age grade normative provisions. Children who are 'too old' according to the age-grade norm must be referred to Public Adult Learning Centres (PALCs). However these tend to be severely under resourced and a considerable number closed down in past years. Documentation is a larger issue due to conditions of flight and impeding requirements imposed upon application. Lack of documentation is more generally a source of vulnerability, families being exposed to the risk of wrongful arrest and detention. Private schools as alternatives raise a number of issues: selection by school fees, lack of monitoring and regulation.
- **SOCIO-ECONOMIC:** Lack of financial resources among the migrant communities, transport costs (subsequent to the inability to find admission in nearby schools) combined with school fees were reported to constitute a formidable barrier separating refugees and asylum seekers from exercising their right to education in South Africa. When they do not prevent enrollment these may cause irregular school attendance or drop-out.
- **LACK OF INFORMATION:** A large number of migrants, refugees and asylum seekers seem to have little information about their education rights particularly in relation to the school fees exemption policy or the option to challenge through appeal a refusal to grant admission.
- **LANGUAGE:** Some refugees originate from countries where none of the 11 official South African languages are widely used; (French and Portuguese); The Language Policy in Education necessitates that 35 – 40 learners are available for a language class to function. A practical implication of this is that it is unlikely that a public school will host sufficient pupils speaking a foreign-language to deliver mother-tongue instruction. Besides language immersion programmes do not exist;
- **CAPACITY & RESOURCES** :Oversubscription in schools can be an issue, linked to demographic conditions (e.g in the Gauteng Province with 400 persons per square kilometers)

#### CAUSES OF POLICY GAPS

- *Xenophobia* was the single most important barrier to accessing basic services including exercising their right to education. Anti-foreigner attitudes are experienced at the first point of schools administration. Taunting and pestering both from educators in the classroom and by learners in the playground were evidenced.
- *Lack of Awareness and Monitoring:* A number of schools contravene rules, thus placing further obstacles to the implementation of the right to education (through language requirement or mandatory uniforms). Some schools are reported to administer formal and informal language tests – in contravention of existing admission policy – as conditions of admission.

#### COLLECTIVE CHALLENGES AND OPPORTUNITIES

- Implementation of the country's progressive legislative framework remains an overriding issue beyond the upscaling of the migrants work towards local integration (one of the UNHCR's durable solution).
- Migrants' and refugees' contribution to the social and economic development is still to be acknowledged. Skills shortage is a problem in South Africa, with many highly skilled professionals emigrating. Proof of previous qualification is a challenge due to conditions precipitating movement. Lengthy accreditation process and costs involved account to the situation.
- *Involvement and participation of the migrants communities in different social community structures* generally offer chances to harmonise relations. Migrants' expertise and experience in issues of security, survival strategies, school governance were functioning at a more informed level (confirmed by a study on social intergration of former Mozambican refugees in Mpumalanga Province).

#### WAYS FORWARD

- Form independent innercity education forums to provide a space for critical yet positive contribution to development of integrated cities such as the Education Indaba Forum, involving community organisations.
- Involve the different categories of resident migrants in the City. Community structures of governance such as the Community Policing Forums, School governing bodies, learners representative councils should as a principle be involved.
- Develop public education and awareness on education-related legal and policy issues affecting the rights of residents of the inner city i.e through user-friendly education rights related booklets (e.g *The Education Rights of Refugees, Asylum Seekers and Migrants in South Africa*)
- Resolve complaints as they relate to education rights.
- Address education through a holistic approach including other socio-economic issues such as health, employment, shelter and food and the context they exist.
- Appeal to stakeholders to support our work on Participatory Action Research, Social Mobilisation and Advocacy towards free quality public education at all levels specifically on the reproduction of the migrants' rights to education booklet and translation to predominant languages of migrants namely French, Portuguese and Swahili

## 4 EUROPEAN PERSPECTIVES: NON-DISCRIMINATION & EMPOWERMENT

### 4.1 MUNICIPALITY OF LYON, FRANCE: DIRECTIONS OF THE GIPIV REPORT ON EDUCATION

The **G.I.P.I.V** (*Groupe d'Intervention pour l'Intégration dans la Ville / Intervention Group for Integration in the City*) was set up as a working and consultative structure to advise the Mayor's office directly. Its mission is to: assess gaps in terms of integration and participative policies; support and make visible socially innovating practices; submit concrete proposals with a multidisciplinary approach and specific attention for challenges in access to: housing, employment, culture, education, health, citizenship. The group is composed of 25 members representative of the social and cultural diversity of the city's population and appointed on the basis of their expertise in the field gained through their professional or political experiences. Meetings are chaired by the Deputy Mayor for Urban Policy (*Politique de la Ville*) acting as representative of the Mayor of Lyon.

The work of the members of the GIPIV is to shed light on the difficulties of ensuring an equality of treatment in the republican logic. Discriminations cannot be addressed without a comprehensive approach comprising all sectors, like housing, employment, education and engaging both the public and private sector.

The long-term focus must remain to avoid discriminating anybody, rather than to positively discriminating such or such category of persons. It is the political sense which the municipality intends to put forward. The first step is to ensure effective equal treatment and positive action may be required to succeed. Diversity is the outcome of such a policy and approach, centered on equal opportunities and chances.

The latest report of the GIPIV, presented in Porto Alegre, suggests a number of policy directions:

- Create an observatory of discriminations to address persisting denial and apprehend the phenomenon with solid data.
- Contribute to the development of the educational offer of disadvantaged schools and colleges. (The city of Lyon set up an ambitious and consequent local educational project proving schools of deprived districts with supplementary resources).
- Help in the implementation of modules of sensitization and formation of the actors, enabling reflexive return on their own practices. Anti-discrimination training for civil servants. The equality mission assures formations or training courses for every actor liable to discriminate due to their function (Insertion Associations, employees of the human resources, the agencies temporary workers, social workers).
- Help in the implementation of a local area network to facilitate the access to the training courses, involving private sector by the signature of the Diversity Charter. (The municipality of Lyon was the first local authority to sign the 'Company Diversity Charter', together with 35 regional companies, in order to promote non-discrimination, equal opportunities and diversity in the professional world).
- Provide children with upcaled school support, developing tutorial opportunities.

Summary of the presentation delivered by Edith Chagnard-Peillard, Policy Officer, Municipality of Lyon

For more information: Mission Egalité (French) : [http://www.polville.lyon.fr/polville/sections/fr/les\\_thematiques/la\\_mission\\_egalite/](http://www.polville.lyon.fr/polville/sections/fr/les_thematiques/la_mission_egalite/)

Diversity Charter: [http://www.lyon.fr/vdl/sections/fr/vie\\_democratique/promotion\\_de\\_legali/charte\\_de\\_la\\_diversite/](http://www.lyon.fr/vdl/sections/fr/vie_democratique/promotion_de_legali/charte_de_la_diversite/)

### 4.2 MUNICIPALITY OF TURIN ITALY: SELECTED INITIATIVES FOR UNIVERSAL ACCESS AND INCLUSION

Torino opened its Foreign Office in 1982 with a strong involvement of third sector organizations. This phase, that we can consider experimental, finished when, mid 2006, the department for integration policies was created; this had to deal with the total management of an articulated project involving housing, job experience, education, free time, active interest in the community life, playing the role of a director. The results of this approach will be probably perceived in a middle term period, when second generations become adults. The so called 'social inclusion' policies of the municipality of Torino are based on three major fields: Family; School; territory as a social and cultural context of neighbourhood and city.

General dispositions:

- Italian as a foreign language (Language 2 –L2) in Primary Schools, teachers having received a specific training.
- Absence of school classes of foreign people ONLY but age-based school classes.
- Periodic immersion courses to learn Italian in every school (September, January and June) doubled with sustained school support in all subjects throughout the school year.

#### 4 INITIATIVES

- Centri Territoriali per l'Educazione degli Adulti (C.T.P.) / Educational Centres for Adults
  - created in 1997 the Educational Centres for Adults were created thanks to a Government Decree
  - 7 C.T.P., (plus one inside the local prison) for Italian people who would like to re-start their studies when adults and for non-nationals willing to learn the Italian language and culture and start a vocational training path.
- Voluntary civil service
  - Since 2005, youth training course preparing them to their educational role in school: their action is to welcome and support the foreign pupils in the starting phase and throughout the year for the Italian classes.
  - Action coordination is operated by a core team trying to spread knowledge.
  - Local annual bid for young immigrants aged between 18 and 25 called in order to encourage foreigners' attendance. Its task is to create a net between actions and organisations playing the role of tutor in two different city districts.

- Scuole delle mamme (Schools for mums)
  - started in 2002 and welcomed a majority of Arabic women who would not join the above mentioned C.T.P. because submerged by their family lives or because of the language barrier.
  - meeting and socializing as not the only and most important aim but teaching and learning the Italian language and culture is fundamental as well
  - learning activity starts from practising with cooking vocabulary and recipes, uses and traditions within an intercultural exchange between Italian and foreign women coming from different countries.
- Assistant for the scolarization of children of undocumented migrants / migrants with irregular status
  - municipal service providing support and counseling to parents of children from 3 to 11 years.
  - consulted by parents to identify a school for their children, handle fees and other related matters.
  - managed to build trust with families.
  - existence is dependent on an article in state law which does not mandate Education services to control documentations and report to police services existing irregularities.

Summary of the presentation delivered by Barbara Rivoira, Municipality of Turin  
 For more information: <http://www.comune.torino.it/>

#### 4.3 MUNICIPALITY OF THE HAGUE & VARIAS COLLEGE: VISION AND SCHOOL-BASED APPROACH

##### THE CITY OF THE HAGUE APPROACH TO CITIZENSHIP

The municipality emphasizes citizenship not only as a legal framework of rights and duties, but also to point to joint ownership of the city, the neighbourhood, the street and the school. Citizenship is an attitude and the expression of shared responsibilities. The development of educational opportunities and adequate school environment is of paramount importance. It is essential for the children of immigrant families, the prospect of better opportunities being often the initial reason that led those families to emigrate.

##### SCHOOL-BASED APPROACH

The educational policies as developed in the Varias College are based on a number of key assumptions and principles:

- Every inhabitant should be raised to citizenship.
- Children in the age of 12 to 16 years are basically the same wherever they live.
- Educating children in awareness of their contribution to good citizenship is universal, irrespective of their being migrants.

School support and activities are developed with the following vision:

- Empowerment is a key concept and approach and entails for the educational staff to “believe in them and let them believe in themselves” ; be aware of their value for the community; learn to know them.
- Cooperation is essential with partners such as parents and youth care institutions.
- Sharing knowledge, tools, information is fundamental.

Elements from the presentation delivered by Hans Metzmakers, Policy Officer, Municipality of The Hague, and Henny Tigchelaar-Roosenburg, Varias College, The Hague, Netherlands



Thuli Mlangeni, Manager of Migrant Helpdesk & Representative of the Municipality of Johannesburg, South Africa.

## 5. ANNEXES

### ANNEX 1

#### INTERNATIONAL LEGAL FRAMEWORK ON THE RIGHT TO EDUCATION – KEY REFERENCE POINTS

##### [UN Universal Declaration of Human Rights](#)

###### **Article 26.**

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

##### [Convention on the Right of the Child](#)

Article 28 & 29 in relation to Article 2

(non-discrimination principle : "to each child within their jurisdiction without discrimination of any kind ")

General Observation N. 6 (2005) specific considerations on access

##### [International Covenant on Economic, Social and Cultural Rights \(ICESC\)](#)

Article 13 on Education

Article 2 : progressivity and non-discrimination

General observation E/C 12/1999/10 with reference to vulnerable groups

##### [International Covenant on Civil and Political Rights \(ICESC\)](#)

Article 26 on non-discrimination.

##### [International Convention on the Elimination of All Forms of Racial Discrimination \(CERD\)](#)

Article 5 on non-discrimination with reference to education

General Observation N. 30 Discrimination of Non-Citizens

##### [Convention on the Elimination of All Forms of Discrimination against Women \(CEDAW\)](#)

Article 10

#### RIGHT TO EDUCATION OF REFUGEE CHILDREN

##### [Convention relating to the Status of Refugees](#)

Article 22. Public education

1. The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education.

2. The Contracting States shall accord to refugees treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.

#### RIGHT TO EDUCATION OF MIGRANT CHILDREN

##### [International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families](#)

Article 30

Each child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned. Access to public pre-school educational institutions or schools shall not be refused or limited by reason of the irregular situation with respect to stay or employment of either parent or by reason of the irregularity of the child's stay in the State of employment. –

Article 45

1. Members of the families of migrant workers shall, in the State of employment, enjoy equality of treatment with nationals of that State in relation to:

(a) Access to educational institutions and services, subject to the admission requirements and other regulations of the institutions and services concerned;

(b) Access to vocational guidance and training institutions and services, provided that requirements for participation are met;

(c) Access to social and health services, provided that requirements for participation in the respective schemes are met;

(d) Access to and participation in cultural life.

2. States of employment shall pursue a policy, where appropriate in collaboration with the States of origin, aimed at facilitating the integration of children of migrant workers in the local school system, particularly in respect of teaching them the local language.

3. States of employment shall endeavour to facilitate for the children of migrant workers the teaching of their mother tongue and culture and, in this regard, States of origin shall collaborate whenever appropriate.

4. States of employment may provide special schemes of education in the mother tongue of children of migrant workers, if necessary in collaboration with the States of origin.

See also: OHCHR Discussion paper on Migration : Le droit à l'éducation des enfants migrants, Aude Guimont, Mars 2007

Online version: [www2.ohchr.org/english/bodies/cmw/docs/Droit\\_education\\_fr.pdf](http://www2.ohchr.org/english/bodies/cmw/docs/Droit_education_fr.pdf)

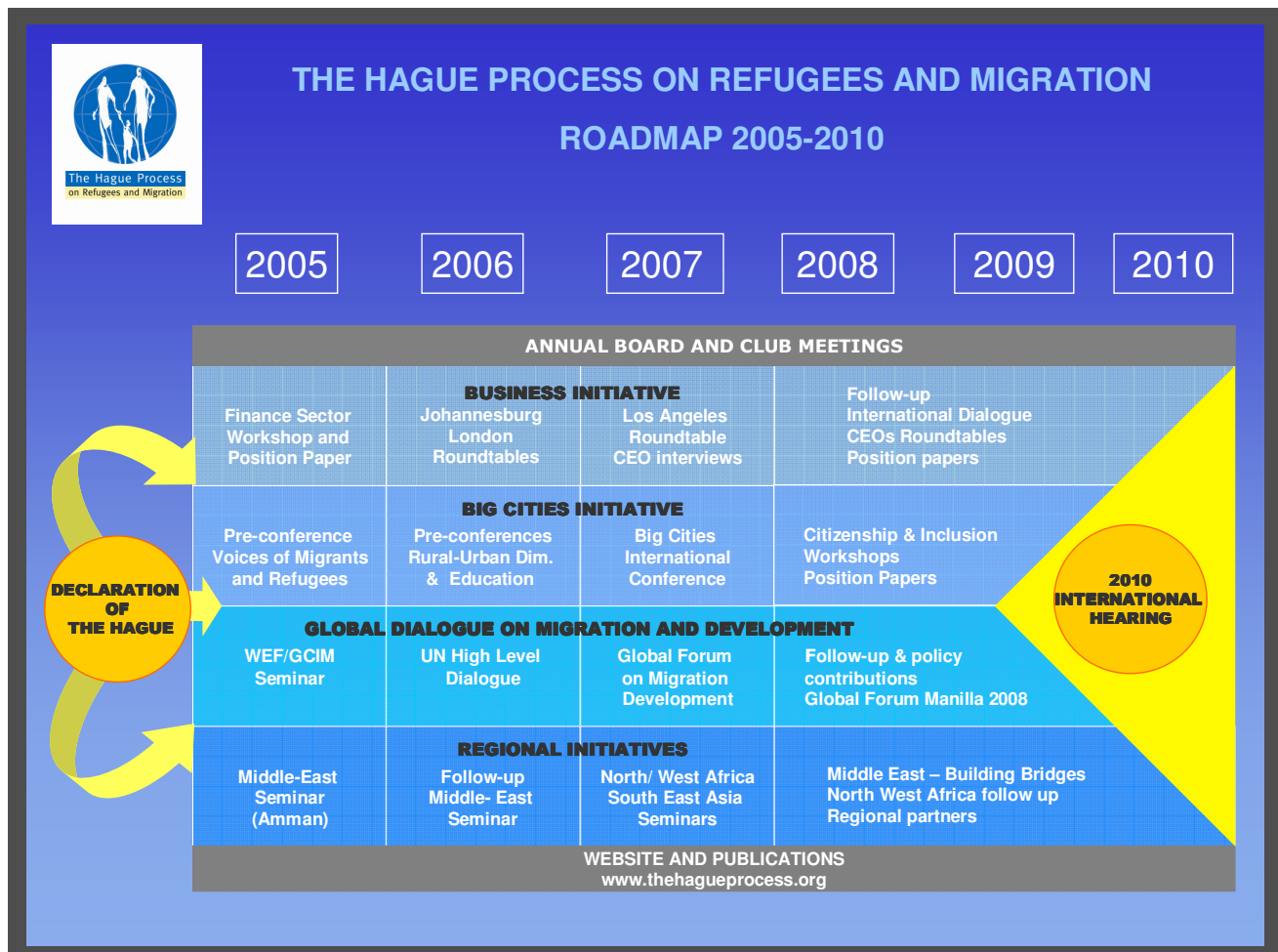
Website of the Office of the High-Commissioner for Human Rights : [www.ohchr.org](http://www.ohchr.org)

## THP FOUNDATION MISSION STATEMENT

The 2002 *Declaration of The Hague on the Future of Refugee and Migration Policy* is based on the vision of a just world where refugees and migrants contribute to economic and social development, cultural richness and diversity without suffering discrimination and human rights violations. The Hague Process on Refugees and Migration (Foundation THP) has as its mission to support the implementation of this *Declaration*. To this end THP:

- **Brings together** a global network of stakeholders from a wide range of backgrounds
- **Generates innovative** concepts and approaches in the field of refugee and migration policy within a development and human rights perspective
- **Functions as an independent catalyst** for policy dialogue and initiatives
- Provides a high-level discussion forum of independent and prominent personalities on pertinent refugee and migration issues united in the **Club of The Hague**
- **Promotes its mission** through a limited number of key projects and cooperation efforts

THP seeks to build awareness of the multiple ways in which refugees, migrants and other displaced persons add value to societies. It contributes to policy making based on factual evidence; it welcomes input from experts of all kinds; it respects the many different interests of its stakeholders so as to address more comprehensively changing migration patterns, societal challenges and opportunities; it focuses on innovative approaches and concrete solutions.



## THE DECLARATION OF THE HAGUE ON THE FUTURE OF REFUGEE AND MIGRATION POLICY (2002)

The 22nd of November 2007 marked the fifth anniversary of the 'Declaration of The Hague on the Future of Refugee and Migration Policy'. This concise document identifies 21 key principles constituting a comprehensive approach to the migration and refugee challenge and ideas for innovative ways forward internationally. The 'Declaration' was widely consulted among over 500 global experts from governments, migrant and refugee organisations, NGOs, international organisations, faith groups, academia and business. It was endorsed by leading international figures, including UN Secretary-General Mr. Kofi Annan

"We propose in this Declaration a new approach to the issues of refugees and migration. Our starting point is to re-think the long-term interests of states and societies as well as the aspirations and needs of people on the move. This declaration offers a way forward, to address the challenges of the future. We call on the international community to respond creatively to these challenges. With a high level of political leadership our world can progress towards peaceful co-existence, economic prosperity and the realisation of the aspirations of all its inhabitants" (Preamble, Declaration of the Hague on the Future of Refugee and Migration Policy, 2002)

### SELECTED PRINCIPLES

#### **13. Focus on the Potentials**

Refugees and migrants have skills, knowledge, experience and strong aspirations for a better life. These must be harnessed to productive and enriching endeavours, not wasted by exclusion from the normal life of the community in which they live. Access to the labour market, education, health and other public resources are important incentives to develop their own capabilities. Such a policy, empowering refugees and migrants to lead fulfilling lives, also has positive effects on the receiving societies in terms of enhancing individual autonomy, reducing social costs and increasing public acceptance of the value of refugees and migration.

#### **14. Integration and Social Inclusion**

Early integration, based on equal treatment and the prohibition of discrimination, is in the best interests of all, irrespective of the long-term options for refugees and migrants and their right to return to their country of origin. Work, training, family reunion, education for children and access to health and other public services are key factors for successful integration. Critical to social inclusion as a two-way process is the involvement of the local population and the respect for their needs as part of an inclusive national strategy based on unity and diversity. Changes to traditional patterns of migration caused by new communication technologies and increased mobility require states to develop more flexible legal and social regimes for integration and reintegration.

#### **15. Participation and Responsibilities**

In many countries, refugees and migrants constitute an important part of the population. Their early and active participation in decisions concerning their lives is essential. Promoted by effective communication strategies, a well-established dialogue with authorities and civil society at all levels will ensure mutual respect and understanding and help all concerned to live up to their responsibilities. Fundamental to the social cohesion is that refugees and migrants, as everyone else, respect the laws and regulations of the host country.

#### **19. Leadership, Education and Information**

Major efforts in public awareness, research, information and education are needed to help societies deal with refugees and migration. Political, religious and business leaders, as well as the media and others responsible for shaping public opinion, carry a special responsibility to counter racism, xenophobia and fear and to promote a culture of mutual respect and inclusiveness. They all have the potential and the responsibility to play an important peace-building and reconciling role.

- THP Foundation - Conference Reports and Documents: [www.thehagueprocess.org](http://www.thehagueprocess.org)
- Declaration of The Hague on the Future of Refugee and Migration Policy [www.thehagueprocess.org](http://www.thehagueprocess.org)



**OHCHR DISCUSSION PAPER ON MIGRATION  
THE EDUCATION RIGHT OF MIGRANT CHILDREN (French version), Aude Guimont, 2007**

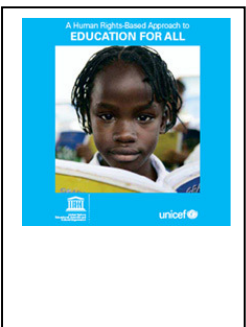
To download the report online:  
[www2.ohchr.org/english/bodies/cmw/docs/Droit\\_education\\_fr.pdf](http://www2.ohchr.org/english/bodies/cmw/docs/Droit_education_fr.pdf)



**EDUCATION FOR ALL BY 2015: WILL WE MAKE IT? EFA GLOBAL MONITORING REPORT, 2007**

A mid-term assessment of where the world stands on its commitment to provide basic education for all children, youth and adults by 2015. What education policies and programmes have been successful? What are the main challenges? How much aid is needed? Is aid being properly targeted?

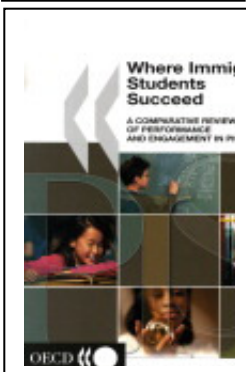
To download the report online:  
[http://portal.unesco.org/education/en/ev.php-URL\\_ID=49591&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=49591&URL_DO=DO_TOPIC&URL_SECTION=201.html)



**A HUMAN-RIGHTS BASED APPROACH TO EDUCATION FOR ALL, UNESCO/UNICEF, 2007**

This publication is a joint UNESCO and UNICEF framework for the realization of children's right to education and rights within education. The result of intensive collaboration between UNESCO and UNICEF, the publication brings together the current thinking and practice on human rights-based approach in the education sector. It presents key issues and challenges in rights-based approaches and provides a framework for policy and programme development from the level of the school up to the national and international levels.

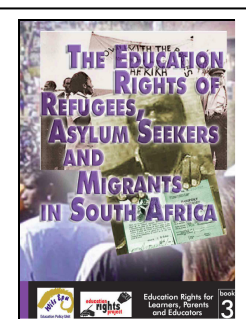
To download the report online:  
[unesdoc.unesco.org/images/0015/001548/154861E.pdf](http://unesdoc.unesco.org/images/0015/001548/154861E.pdf)



**WHERE IMMIGRANT STUDENTS SUCCEED: A COMPARATIVE REVIEW OF PERFORMANCE AND ENGAGEMENT IN PISA 2003, OECD, 2006**

Successful integration of immigrant populations is essential for ensuring social cohesion in immigrant receiving nations. Immigrants bring a wealth of human capital which, if nurtured carefully, can positively contribute to economic well-being and cultural diversity of the host country. Yet, tapping into this potential remains a major challenge for policy makers. What barriers exist for young immigrants today? Can school contribute to reducing those barriers and in turn help young immigrants succeed in their adopted countries? Drawing on data from the OECD's Programme for International Student Assessment (PISA), this report examines the performance of students with immigrant backgrounds and compares it to that of their native counterparts. As well as providing information on countries' approaches to the integration of immigrants, it looks at other factors that could influence immigrant students' performance - such as their attitudes to school, their motivation and learning strategies as well as their social background and the language spoken at home - giving valuable implications for educational policy.

To download the report online:  
[http://www.oecd.org/document/44/0,3343,en\\_32252351\\_32236173\\_36599916\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/44/0,3343,en_32252351_32236173_36599916_1_1_1_1,00.html)



**THE EDUCATION RIGHTS OF REFUGEES, ASYLUM SEEKERS AND MIGRANTS IN SOUTH AFRICA, Brian Ramadiro and Salim Vally**

This material was published by the Education Rights Project (ERP) to be used as a tool during its awareness information campaign in South African schools. This publication discusses the rights of refugees, asylum seekers and migrants who come and live in South Africa. The most common questions include issues of admission, school fees, documentation and age.

For more information:  
[http://www.erp.org.za/pdf/fugee%20booklet\\_WEB.pdf](http://www.erp.org.za/pdf/fugee%20booklet_WEB.pdf)  
Website of the Education Rights Project:  
<http://www.erp.org.za/>

## CHARTER OF EDUCATING CITIES

Educating cities started as a movement in 1990 based on the 1st International Congress of Educating Cities, held in Barcelona, when a group of cities represented by their local governments set for themselves the common goal of working together on projects and activities for improving the quality of life of their inhabitants on the basis of their active involvement in the use and evolution of the city itself and according to the approved Educating Cities Charter. Some years later, in 1994, the movement was formalised as the International Association of Educating Cities at its 3rd Congress in Bologna. This Charter is based on the Universal Declaration on Human Rights (1948); the International Covenant on Economic, Social and Cultural Rights (1966); the World Declaration on Education For All (1990); the Convention, which was adopted by the World Summit on Children (1990), and the Universal Declaration on Cultural Diversity (2001).

## OBJECTIVES

- To promote compliance with the principles of the Charter of Education Cities
- To encourage collaboration and specific actions among cities.
- To participate and actively cooperate on projects and exchanges of experiences with groups and institutions with common interests.
- To deepen the discourse of Educating Cities and to promote its direct manifestations.
- To influence the decision-making process of governments and international institutions in issues of interest to Educating Cities.
- To enter into dialogue and collaborate with different national and international bodies.

### CHARTER OF EDUCATING CITIES INTERNATIONAL ASSOCIATION OF EDUCATING CITIES Excerpts

#### THE RIGHT TO AN EDUCATING CITY

1. All the inhabitants of a city have the right to enjoy, in liberty and equality, the means and opportunities for education, leisure and individual growth that the city offers. The right to an educating city is understood as an extension of the fundamental right of all to education. The educating city constantly recommit to the lifelong education of its inhabitants in the most varied ways. And to make this possible, all groups, with their own particular needs, must be taken into account.  
In city planning and government, suitable measures will be taken to overcome every type of obstacle that restricts the exercise of the right to equality, including physical barriers. This will be the responsibility of both the municipal government and other levels of government that affect the city. The citizens themselves will also be committed to this task on an individual basis as well as through the various associations to which they belong.
2. The city will promote education in diversity as well as understanding, international solidarity and cooperation and world peace. This is an education that fights against any form of discrimination. The educating city will foster freedom of expression, cultural diversity and dialogue in equal conditions. It will also avail itself of both avant-garde initiatives and those of popular culture, no matter what their origin. It will contribute to correcting inequalities that arise from cultural production based solely on mercantile criteria.
3. An educating city will foster dialogue between generations, not only as a form of peaceful coexistence, but also as a way to seeking out common projects shared by groups of persons of different ages. These projects should be orientated towards civic initiatives and actions whose value consists precisely in their cross-generational character and in the use of the respective skills and values of the different age groups
4. The municipal policies of an educational character shall always be understood as referring to a broader context inspired by the principles of social justice, democratic community spirit, quality of life and the edification of the individual citizen.
5. *The municipalities shall undertake to exercise their powers effectively in matters of education. No matter what the scope of these powers may be, they shall put forward a broad and integrated education policy, in order to include all the modalities of formal, non-formal and informal education and the different cultural manifestations, sources of information and paths of discovery of the reality of the city.*
6. *In order to undertake appropriate action, the persons responsible for municipal policy must obtain accurate information on the situation and needs of the inhabitants. Thus, the city shall undertake studies and surveys, which it shall keep up to date and make available to the public and shall establish channels that are constantly open to individuals and groups that allow the formulation of specific proposals and general policies. Furthermore, the municipality in the course of its decision-making in any area of its jurisdiction shall bear in mind the educative and training-related impact of the decisions made. (...)*  
(...)
- 16 *The city must be aware of the mechanisms of exclusion and marginalization that affect it and of their various forms, and develop the affirmative action policies needed. Special concern is needed for newly arrived persons, whether immigrants or refugees, who have the right to freely feel that their adoptive city is their own. The city shall strive to foster social cohesion amongst its neighbourhoods and inhabitants of all walks of life.*

For more information : International Association of Educating Cities (IAEC)  
Website: <http://www.bcn.es/edcities/>

**WALTER SCHMID, BOARD MEMBER – THP FOUNDATION**

Director of the Schweizerische Fachhochschule in Luzern, Switzerland, Walter Schmid is also Vice President of the Swiss Federal Commission on Foreigners. Expert on social and migration policy, he is a Board Member of The Hague Process on Refugees and Migration (THP Foundation) since 2005. Chair of the European Council on Refugee and Exiles' (ECRE) between 1991 and 1999, he has notably chaired the discussions of the pioneering Big Cities and Migration International Conference held in The Hague, Netherlands, in January 2007. He has held positions as General Secretary on the Swiss Refugee Council and later the Director of social services for the city of Zurich.

**ANTOINE MEYER, PROJECT COORDINATOR, THP FOUNDATION**

Project Coordinator since 2006, he has been piloting the development of a platform for policy exchanges between local governments and forward-looking discussions on the future of citizenship. The THP initiative is also intended to explore coherence and gaps on migration and refugee policy issues across levels of governments and highlight innovative responses to these. Parallel responsibilities include support to the Global Forum on Migration and Development and awareness-building projects in the field of migration, education and citizenship.

**HANS METZEMAKERS, POLICY OFFICER, CITY OF THE HAGUE, THE NETHERLANDS**

Mr. Metzmakers served as Personal assistant to the Alderman for Education, Social Affairs, Employment, Urban Policy, Integration and Emancipation (1990- 1997) and Head of the Special Projects Office of the City Manager's Department (1997-2000). He is since 2000 Senior Policy Officer/project leader for the City Manager's Department. Mr Metzmakers has extended experience in the field of integration, anti-discrimination and Urban Policy. He has been for many years project manager for the Municipal Integration and Diversity Programme and the Urban Policy Programme for The Hague.

**HENNY TIGCHELAAR – ROOSENBURG , CITY OF THE HAGUE (Varias College), THE NETHERLANDS**

Henny Tigchelaar-Roosenburg is Director of the Varias College, an institution with approximately 98% of students with a foreign background. The college is part of the Johan de Witt group, which gathers schools with specific policies to facilitate the adaptation and inclusion of newcomers. Leader of the management team of the group, she also holds responsibilities in a number of regional and national platforms in the Netherlands (i.e Stichting VMBO), looking at inclusive pedagogy and school environments and conducting exchanges of experience and evaluation. She recently developed a pedagogic training guide to help practitioners develop enabling environments in schools.

**BARBARA RIVOIRA, POLICY OFFICER CITY OF TURIN, ITALY**

Project Coordinator for Education Department for the City of Turin, Italy, Barbara Rivoira is since 1994 dealing with the prevention of school drop-off at the city level. She has also been representative of Turin within the national network of "second chance" schools. She also contributed to projects linking up a number of cities within the European Union. Since 1998, she has dedicated part of her work to the implementation and promotion of policies of participative democracy and active citizenship in the 3<sup>rd</sup> circoscrizione of Turin, within the Department of Urban Regeneration and Development.

**MS THULI MLANGENI, MANAGER OF THE MIGRANT HELP DESK, CITY OF JOHANNESBURG, SOUTH AFRICA**

Thuli Mlangeni was born in Soweto, Johannesburg, South Africa. Mother of a son and two grand daughters, she holds an Honours degree in Social Work; a Diploma in Management Advancement Programme, a Diploma in Project Management and a certificate in Community Leadership. She is a staunch member of the Methodist Church in Southern Africa and hold various portfolios within the church. She is also member of the National Council of African Women and a chairperson of the Zakheni Pre-School Committee. Currently, she is the head-manager of Migrant Help-Desk of the City.

**EDITH CHAGNARD- PEILLARD, POLICY OFFICER, MUNICIPALITY OF LYON, FRANCE**

Since 2005, Edith Chagnard-peillard is Policy Officer in the Office of Louis Lévêque, Deputy Mayor for Housing and Urban Policy. More specifically, she is responsible for the improvement of most deprived neighborhoods, in line with a resolute political objective of addressing spatial and social exclusion. Partnerships developed are at the crossroads of urban planning, social and cultural development, and initiatives to promote and guarantee effective access (health, education) non-discrimination and inclusion in the labour market.

**SARAH TOBHI MOTHA, HUMAN RIGHTS EDUCATION COORDINATOR , AMNESTY INTERNATIONAL, SOUTH AFRICA**

Sarah Tobhi Motha holds a Master of Arts degree in Forced Migration Studies from Wits University in South Africa. She currently works as a Human Rights Education Coordinator for Amnesty International South Africa and a chair for the Education Immigration/Indaba Forum..Her working experience ranges from being a school teacher at Imbuzini village in the border of Mozambique and South Africa, Community Educator to a Research Coordinator on Youth Cooperatives. She has also worked as a Refugee Research Coordinator for the Education Rights Project at Wits University for a project on *education rights for migrants in the Johannesburg – South Africa*.

**TAREK BADAWY, FORMER DIRECTOR OF PROGRAMMES FOR AMERA (AFRICA MIDDLE-EAST REFUGEE ASSISTANCE)**

Tarek Badawy is the former Director of Programmes of Africa and Middle East Refugee Assistance (AMERA)-Egypt. . Besides supervising the work of staff members he represented several asylum-seekers in the refugee status determination (RSD) process. He also conducted research on the status of refugees in Egypt, with emphasis on education, employment and citizenship rights, non-discrimination and freedom of religion, and wrote article on the subject. He holds a BA in political science from the American University in Cairo, an LLB from Cairo University, and an LLM from the University of Essex. He currently live in Montreal and studies at McGill University.

**VILU SALVATORE, MUNICIPALITY OF SAO PAULO/ INTERNATIONAL ASSOCIATION OF EDUCATING CITIES (IAEC)**

Licensed psychologist with specialization in social psychology, Master of Public Administration. Adviser to the São Paulo City Hall Municipal Secretary of Education and member of the Organizing Committee of the 10th International Congress on Educating Cities, which will take place in April 2008 in São Paulo. (São Paulo / Brazil)

**MARCELLO BALBO – UNIVERSITY OF VENICE, ITALY**

Professor of Urban planning at Università Iuav di Venezia, Italy. Head, Master Programme in 'Urban Development & Reconstruction'. He has carried out extensive research work on urban development issues for UN-Habitat, ECLAC, FAO and has lectured in several universities in Italy and abroad. He is a consultant for the United Nations, the European Commission and the Italian Government. Among his recent publications is the *International Migrants and the City* (ed), UN-Habitat, Cooperazione Italiana, Università IUAV di Venezia, 2005.