



# Mediterranean City to City Migration

## Dialogue, Knowledge and Action

### Peer to Peer Learning Meeting: Promoting equality and socio-educational inclusion of migrants:

### Towards the construction of an educating city

Palazzo Cisterna, 11 - 12 de Julio de 2017

## Report

The Metropolitan City of Turin hosted the Mediterranean City to City Migration (MC2CM) Project's 6th Peer to Peer Learning Meeting on July 11 and 12, 2017. The meeting focused on education as a vector for inclusion for migrants at the local level. The participation of several cities associated with the project was a highlight, in particular Amman, Lisbon, Lyon, Madrid, Tangier, Turin and Vienna. In addition, the cities of Tetouan (Morocco) and Chyah (Lebanon) joined the MC2CM group as guest cities. The event also enjoyed the collaboration and active participation of the International Association of Educating Cities, which contributed to the preparation of the meeting content and to the liveliness of the session together with the project partners (ICMPD, UCLG and UN Habitat).

Despite the clarity and breadth in the development of the right to education included in international law, millions of children and adults still have no guarantee of educational opportunities, many of them as a consequence of their migrant status (UNESCO 2016b). However, even though there are notable deficits in some countries (especially in relation to the refugee population), compulsory basic education is, in general, the most widespread education policy. This is why the current challenges for education, from the local government perspective, consist mainly of the **configuration of a broader educational policy, with special emphasis on pre- and post- compulsory schooling educational issues** and as a transversal instrument aimed at the creation of more equitable, cohesive and multicultural societies.

This was the main subject of discussion of the meeting, whose results are summarised in this report, with four major challenges being identified, on which a local perspective is provided. Local government can respond to these challenges by **contributing to a better inclusion of the most vulnerable groups, since the policies of the education service/department, as well as the educational content of other municipal policies,**

**constitute the basis of the fight against social exclusion of the disadvantaged population**, among whom are migrants and their descendants.

From this perspective, each of the challenges identified is tackled based on the key ideas addressed in [The meeting's background paper](#)<sup>1</sup> and the contributions from the debates held during the Turin session. An illustrative summary of local experiences supplements the document.

The first experiences shared in the meeting were those of the city of Turin and the Metropolitan City of Turin, which have a long experience in the construction of an educating city and of work towards the inclusion of a migrant population based on a broad conception of education and multiculturalism. The meeting was opened by political representatives from both administrations.

### FROM THE RIGHT TO EDUCATION TO THE DEVELOPMENT OF EDUCATIONAL OPPORTUNITIES

Migration affects the essential opportunities (among them the educational ones) of children, young people and adults. Education is a fundamental right of all human beings that gives them the opportunity to acquire knowledge and play an active role in society. The human right to education means access to free basic education, as well as access to all the available forms of secondary and higher education. Governments' educational responsibilities have been growing, from the provision and/or guarantee of access to the education system to the progressive taking on of new functions to help with achieving educational opportunities.

## Main lessons

- **Challenge 1: To complement and extend the right to education guaranteed by other public administrations**
- **Challenge 2: To construct an educating city through sectoral policies that expand the educational opportunities of migrants**
- **Challenge 3: The construction of a new citizenship through multiculturalism and participation**
- **Challenge 4: To facilitate inter-institutional coordination and dialogue between parties with educational potential to guarantee a unified educational service policy for the migrant population**

### THE VARIOUS FORMS OF EDUCATION

<sup>1</sup> Background paper of the 6th MC2CM project peer to peer learning meeting on "Promoting equality and socio-educational inclusion of migrants: Towards the construction of an educating city": [https://www.uclg.org/sites/default/files/mc2cm\\_p2p\\_turin\\_background\\_paper\\_es.pdf](https://www.uclg.org/sites/default/files/mc2cm_p2p_turin_background_paper_es.pdf)

> **Formal education:** involves a deliberate and systematic educational purpose that is specified in an official programme, implemented with a defined timetable and schedule. This includes primary, secondary and higher education (it takes place in schools, colleges, universities, etc.).

> **Non-formal education:** this takes place outside the school environment. It seeks to develop the intellectual, moral and civic skills and faculties of certain groups, through explicit training or instruction objectives (courses, leisure activities, driving schools, etc.). Its objective is not to obtain educational titles.

> **Informal education:** covers all the wide-ranging educational experiences that happen outside of traditional educational institutions that also provide us with knowledge, skills and attitudes (social interaction, going to shows, campaigns, advertising, games, experimentation, reading, training, hobbies, etc).

**Challenge 1:** To complement and extend the right to education guaranteed by other parts of the administration What scope for action do cities have to guarantee the right to education? What educational policies can municipalities develop to expand the educational opportunities of the migrant population when they have no formal education skills?

**The cities' approaches:** The educational powers of local bodies are limited, but the States do not provide for all of the educational challenges of the whole population in general, and of the migrant population, in particular. Cities play an essential role in complementing and expanding the right to education, especially before and after compulsory education that is designed, regulated and provided in most cases by the State or other levels of the administration. Its function, however, is not limited to management, but also covers educational leadership. Some of the objectives that are being developed in the participating cities are:

- > **Reduce barriers** to access to formal education for the migrant population of school age, as a result of their legal situation in the country. Some cities (Madrid, Vienna, Lyon, Lisbon and Amman) affirm that administrative status does not imply a difference in access to compulsory education, since it is offered to all residents, regardless of their legal status in the country. Others (Tangier and Tetouan), on the other hand, direct their efforts to the development of programmes that allow for the regularisation of the children of migrants, or the recognition of birth certificates, so that the children of migrant families can be educated in the country's schools.
- > Cities share the need to **facilitate access to education** for the most vulnerable groups through complementary policies such as free public transport or grants for school supplies. This is all about providing the resources needed so that attendance at the schools and colleges progresses suitably. Several cities are willing to fight to overcome the difficulties that, for **socio-economic reasons**, the children of some migrant families' experience, as disadvantaged groups. In this regard, the measures

aimed at increasing educational opportunities and academic success, such as academic support programmes, free school meals and psychological assistance to migrant children, offered by cities such as Lisbon, Chyah or Turin, among others, stand out. Some cities offer these services directly, others, on the other hand, support or coordinate the work carried out by non-public entities, mainly NGOs.

- > Ensuring attendance at school during the period of compulsory education, by local action (local police, social services...), to reduce the risk from **absenteeism behaviours**. In this regard, Lyon is committed to locating schools in neighbourhoods with higher vulnerable population levels, to strengthen the link between the students and flagship schools and, thus, increase the likelihood of school attendance. The city of Turin, for its part, has established the migrant population as a specific group for monitoring as part of its programme to combat early school leaving to ensure attention is paid to this group.
- > Offering quality **pre-school education** (0-6 years) as a mechanism to reduce social disadvantage before entering compulsory education. Socio-educational support in these early years allows for the detection of developmental problems or cognitive lateness that require an early intervention. And, for children of migrant origin, in addition, this schooling allows contact with the language of the receiving country and a greater understanding of the school system, thus reducing their difficulties in adapting. Some cities, such as Turin and Lyon, have started multicultural education programmes in nursery schools, working on the areas of integration and the acceptance of diversity.

#### Experience 1 Pre-school education (0-6). City of Turin

Compulsory schooling in the city of Turin begins at the age of 6, but the previous stage of nursery schools is in widespread use. The city is making an effort to finance public nursery schools, with the aim of reducing the barriers to pre-school access for the children of families in more vulnerable environments.

However, the positive effects of this early schooling have been at risk due to the dynamics of school segregation in some of the city's neighbourhoods. The concentration of the vulnerable population, especially of the migrant population, in highly cultural diverse neighbourhoods has produced a ghettoisation situation in some nurseries as a result of the flight of the native population. In response to this risk, the "Il Tappeto Volante" (The flying carpet) cultural programme has been launched, with the participation of the Museum of Modern Art in Turin and the Scuola dell'Infanzia Bay (Bay Nursery School), located in the San Salvario neighbourhood. Within the framework of this project, the school adjusts its educational plan to include the development of artistic initiatives as a tool for social inclusion, becoming a flagship school for the neighbourhood, sought after by both the native and foreign populations, thus reversing the stigmatisation process and contributing to the social cohesion of the region.

- > To provide an **educational opportunity after compulsory education** that allows for continuity in the education of the young migrants, and provides an opportunity for

skills updating or training to newly arrived adults or those who have left the regulated school system and need a new opportunity. Again, these training programmes are offered by public bodies, in some cases, and in collaboration with private bodies or international organisations in others. The provision of grants aimed at vulnerable groups and open to the migrant population, such as those implemented in Amman, which help the migrant population to access this training provision (free transport, flexible working hours...), is clearly important. The options on offer to young people and adults after compulsory education are not limited exclusively to formal education, but, as the city of Chyah proposes, they can also be offered through non-formal education, on various subjects and in various formats, depending on what is possible and/or preferred in each city.

### Experience 2 Social-occupational insertion of young people in Madrid

The programme is aimed at adolescents and young people with learning and integration difficulties who live in disadvantaged environments at risk of social exclusion and violent behaviour or social conflict.

In this intervention process, some specific and some community resources are used, a consolidated support network that has been working since 2004 and which involves the local administration, social bodies, community resources, other public administrations, guardians, training centres, companies, etc.

It offers a set of educational, training, psychological care, violence prevention and pre-employment support actions structured into three projects:

1) Socio-educational support, aimed at adolescents from the age of 12 to 18, in a vulnerable situation and at risk socially because they have left the compulsory school system or are poorly integrated into the school. Personalised educational programmes are set out (tutoring, support, accompaniment and psychological support), in collaboration with the schools and leisure facilities they go to. There is also intervention in the family (self-help groups, coaching in parental skills and support in the family home).

2) Early prevention project for adolescents between the ages of 12 and 18 who, individually or in organised groups, carry out acts of violence. The work involves individual and group interventions, using mediation, negotiation and guidance, as well as in an open environment, with the detection of, boosting of, and help with accessing, resources. The intervention in the family is an essential part of the intervention in this project

3) The pre-employment support project is aimed at adolescents and young people between the ages of 16 and 21 who are at risk of social exclusion. The phases of the project are as follows: socio-occupational assessment, planning of an insertion schedule, orientation and individual follow-up, employment workshops, research/intercession with companies, keeping a job.

Within the framework of these three projects, other specific sub-programmes are elaborated for those groups of adolescents in a situation of special vulnerability, such as, among others, adolescents and young mothers with dependent children, adolescents and young immigrants or adolescents and young people living on the streets, homeless care network users.

## Challenge 2: To construct an educating city through sectoral policies that expand the educational opportunities of migrants. What municipal policies can bring

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## educational value to the city? Is it possible to review the municipal educational powers?

### EDUCATING CITIES

Cities can have many educational opportunities, thanks to the coming together in them of various people and bodies that allow for many ways of learning and impart values. An *educating city* rallies all these parties around the common project of converting the urban space into an educational space where, in addition to facilitating access to knowledge and wisdom, values and attitudes are imparted so that people can develop their skills, live and work with dignity and contribute to the development of their cities.

Local governments play a fundamental role in the coordination of this **network of parties**, generating new synergies among them and promoting education as a transversal axis of their public policies. It is, in short, the promotion of **education's transformative power in all areas of the city**.

**The cities' approaches:** The construction of an educating city entails the acceptance of the educational value of non-school policies. The cities work from a new perspective that highlights the educational potential of the numerous sectoral policies developed at the municipal level. These policies are especially relevant in the socio-educational provision for the migrant population, especially to their educational potential for the adult migrant population.

- > **Cultural policies** open up important educational opportunities in cities for the integration of new citizens. The city's public libraries, museums and theatres were mentioned as spaces and instruments that must be taken into account in order to expand the municipalities' educational offerings. The city of Amman described an extensive cultural programme as the core of its transformation into an educating city.

#### Experience 3 Amman, City of Learning

Amman has made a clear commitment to place culture as an axis of political intervention within the framework of its commitment to becoming a city of learning. Between 2010 and 2015 the number of cultural activities has increased from 158 to 775, significantly expanding the number participating in them, although they still show their willingness to reach an even greater number of citizens, especially from more vulnerable environments.

Cultural services are offered at the city level, mostly organised by the Amman City Council, and at the neighbourhood level, where the local communities are responsible for the provision of these programmes. This cultural offering is open to the entire resident population, regardless of origin.

The city promotes cultural activities through cultural centres and small libraries, as well as in parks and other public spaces such as theatres or museums. The offer is broad (training in cooking, computers, sports, activities aimed at young people, professional and craft training, educational leisure...). Another one of the programme's important points is the provision of an educational package for the refugee population, through the creation of schools in the refugee camps for children, and initial training or professional retraining programmes for the adult refugee population.

- > Non-formal education includes a wide range of programmes and activities aimed at children and young people, as well as their families, with the aim of **guaranteeing an educational leisure provision**. Tetouan and Tangier, for example, have opted for sports centres and the organisation of sports activities, such as a football league for migrant women, with the aim of promoting a healthy lifestyle through sports. For its part, the city of Turin, through the Neighbourhood Houses (*Casa dei Quartieri*), provides, within the neighbourhoods and with the regional bodies, a wide range of leisure and cultural activities. Some of the programmes presented by the cities have been designed to serve the migrant population, in other cases the pre-existing provision in the city is open to the participation of new citizens. In this regard, Madrid is committed to the use of cultural mediators in the neighbourhoods to encourage a shared use of public spaces as leisure spaces for training. In some cities, educational leisure focuses on the youngest age groups, either through extracurricular activities in schools, in public gardens or other city areas, as suggested by the city of Chyah. In other cities, the educational leisure offering is covers adults as well. The importance given by all the cities to educational leisure during school holidays is remarkable. Tetouan contributed, by way of example, its initiatives on summer camps, and Madrid added to the recreational activities in these periods, the open centres aimed at young people after school hours.
- > The cities also highlight the importance of **social policy** (social services) to ensure the well-being of migrant children and families as a necessary requirement for personal development. Chyah presented its programme of social integration as an educational tool and, along the same lines, Madrid pointed out the need to guarantee social conditions so that children and young people can make the most of the educational opportunities offered by the municipalities. Tetouan, for its part, explained the existence of housing policies for foreigners who need it within the framework of the city's Municipal Action Plan.
- > The **initial reception programmes** are shown to be central during the reception of immigrants, in general, and of refugees, in particular. The massive influx of refugees into the cities of the Middle East has been responded to by the Amman municipal government by the opening of centres providing services to refugees from Syria, based on past experience with Palestinian refugees, and, in the case of Chyah, the launching of the local development office for refugees. In these cities, language is largely common, since both the indigenous and migrant population come from Arabic-speaking countries, which means prioritising of not only cultural aspects but also social ones on reception. Since 2008, Vienna has been implementing the *Start Wien* programme, with the aim of offering language learning, knowledge of the city's public services and information on their rights to the newly arrived population.<sup>2</sup> In the case of some cities in North Africa, such as Tetouan, focused on the sub-

<sup>2</sup> For more details, see the report of the 4th Learning Session held in Vienna as part of the MC2CM project on refugees.

Saharan migrant population, instruments such as reception classrooms in schools or Arabic language courses have been planned.

- > **Finally, many sectoral policies** have been highlighted by the cities as part of their educational work. Tangier, for example, considers it urgent to avoid the concentration of migrants in certain city neighbourhoods through urban planning and Amman shows the need to intervene in conflicts arising from the economic-occupational competition that occurs between refugees and natives in some city neighbourhoods. Other measures that can be highlighted are free health campaigns, food activities, programmes for the prevention of risky behaviour among young people, policies on equality and/or the recognition of women's rights and environmental programmes, among others.

**Challenge 3:** The construction of the new citizenship through multiculturalism and participation How can the municipalities manage inter-cultural coexistence in their neighbourhoods? What mechanisms are available to guarantee the participation of sectors of the population that do not have recognised political rights?

**The cities' approaches:** The arrival of new citizens to the cities entails important challenges for the construction of a citizenship common to all of them. In this sense, multicultural education and participation are suggested as essential instruments.

#### COEXISTENCE AND MULTICULTURALISM

The construction of cohesive cities based on multiculturalism implies the promotion of coexistence and the recognition of diversity, but also of education in shared values, a product of the interrelation between the various cultures that coexist in the city. Identifying these common values is one of the main challenges for cities that receive migrants. Finding the balance between identity and diversity requires taking into account the contributions of the communities that coexist in the city, so that all citizens feel recognised from within their own cultural identity (Charter of Educating Cities, 2004).

- > The creation of **communication channels between the municipal administration and foreign citizens** who have not had their right to political participation recognised is one of the concerns expressed about the creation of a cohesive society. The cities have taken up various instruments for the collection of information about their new citizens. Madrid carries out surveys of the foreign population on their needs and characteristics, but also on how they use and value the public services available to them. Vienna, for its part, has a wide range of instruments that provide information on the situation of the foreign population and that allows, on the one hand, the treatment of new citizens to be addressed based on the identification of specific needs and, on the other hand, contributes to the fight



against discrimination (often based on rumours that are far from reflecting what the real numbers show).

- > There are several cities that have promoted **participatory mechanisms to facilitate migrant communities expressing themselves**. Some, like Tangier, have recently launched consultative councils exclusively made up of foreign residents, within the framework of the MC2CM project. Other cities, such as Lisbon, Madrid and Lyon, raise the participation of foreigners in sectoral or territorial forums open to all citizens and not through specific measures. The cities demonstrate the difficulty of guaranteeing the representativeness of the groups, as well as the limitations that come from the lack of continuity in the debates due to the continuous replacement of the representatives or different factors that prevent their regular attendance at the forums. Some cities consider it appropriate that spaces for participation do not focus only on the rights, but also on the duties, that we share as a society.
- > **Promotion of the feeling of belonging** to the receiving community. Although the North African cities point to the Arabic culture and religion as a common basis and, therefore, a basis for cohesion between the migrant population and the native population, the European cities demonstrate the need to promote the new citizens' feeling of belonging to the community. The city of Turin and the city of Madrid, as an example, point to the promotion of the putting down of roots and a sense of belonging as objectives of their municipal policies, especially those aimed at the young population, as well as projects led by social bodies working with migrant groups. Others, like Tetouan, have joined networks of multicultural cities to highlight the contribution of minorities.
- > The **fight against discrimination** in all its facets, but especially because of ethnicity or origin, occupies part of the attention of local governments in their challenge to ensure cultural coexistence in their neighbourhoods. Some cities, such as Turin, have an office to assist victims of discrimination.

#### Experience 4 Tetouan - city created by refugees

The City of Tetouan has shaped its Municipal Action Plan for immigration based on its experience as a city created by refugees from Spain and as a city where immigrants (it is well placed for settling in, a place of transit on the way to Europe) and the Moroccan population emigrating to Europe currently converge.

The Tetouan Municipal Action Plan includes initiatives aimed at the coexistence of populations of different religions (such as the creation of a cemetery for Christians and Jews) and others aimed at fighting social exclusion (such as the reception centre for homeless migrants in winter or the programmes for guaranteeing human rights and women's rights). It also includes a wide variety of programmes, some aimed at children or young people, such as the renovation of schools, scholarships or the organisation of summer camps. Others are aimed at the migrant population, such as sports centres, cultural film or theatre activities, or policies for the inclusion of migrants in participatory debates. In addition, a university research centre on migration has been created to obtain more information about the phenomenon and its consequences.

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- > For its part, the Metropolitan City of Turin provides financial support for the development in schools of education programmes promoting peace and against discrimination. In the same area of **work and awareness of the native population** various activities are carried out depending on the region, taking advantage of times or festivals such as religious celebrations (the end of Ramadan in Tangier and Amman, the Chinese new year in Turin, the week of Arab and international orphans in Tetouan...). It involves experiences with twin objectives: to make the minority cultures known to the native population, on the one hand, and to teach the new citizens the customs and traditions of the host city. Coexistence is not conflict-free, so there are several cities that have opted for cultural and social mediation.

#### Experience 5 *Casa del Quartiere* - City of Turin

In the year 2000, the Neighbourhood Houses (*Casa dei Quartieri*) started to be created and since 2012 there has been a municipal network that connects them based on the coordination of the City of Turin Department of Integration and Urban Renewal.

The Neighbourhood Houses are part of a municipal policy aimed at the promotion of the social use of public spaces and the promotion of social cohesion and multi-ethnic integration and socialisation in the city's neighbourhoods. This is an urban regeneration initiative based on the renovation of old or abandoned buildings. Community participation starts from the project planning, where the local community and neighbourhood associations take part, and it continues throughout the project, since most of the activities are organised by regional parties and associations.

It is a public-private initiative, the space is public but is managed by third-sector associations established in the region and is financed through contributions from public administrations and an important private foundation (Compagnia di Sao Paolo). The Neighbourhood House is set up as a space available to citizens who present social and cultural proposals for the region. The many activities are a result of this shared initiative. Among the activities, those with an educational value stand out, especially those that take place during the school holidays (summer schools), but also those carried out during the school year, aimed at children, families and adults (theatre, music, school canteen...).

Especially important is the work of Neighbourhood Houses in those neighbourhoods with the greatest socio-cultural diversity, since they become a place for meeting and contacting. Citizens and migrant associations take part in both their own activities as well as in collaborations with other people or bodies in the neighbourhood. Further, broad accessibility to activities for the most vulnerable population is guaranteed through part of the offering being free as well as the setting of affordable prices and financing through scholarships or grants.

- > Finally, some cities, such as Lyon, are committed to producing the **conditions for coexistence** in cities and schools as a mechanism to combat prejudice and to promote the **inter-cultural contact** which is needed for a cohesive multicultural citizenship. The school must play the role of a core space for coexistence, to this end, the setting of school boundaries that allow this contact is essential. The city of

Turin, meanwhile, has worked to generate spaces for coexistence and the regeneration of neighbourhoods that have been progressively abandoned by the native population in the face of the arrival of migrants.

#### **Challenge 4: To facilitate inter-institutional coordination and dialogue between parties with educational potential to guarantee a unified educational service policy for the migrant population Who can local authorities work with to expand the educational opportunities of the migrant population?**

**The cities' approaches:** The transversality of education policy requires coordination between the various public institutions (at state, regional and municipal levels), as well as coordination within the municipal government and dialogue with and among very diverse parties with educational potential (youth associations, sports associations, cultural bodies, social bodies...) to care for the migrant population. Coordination with state authorities is central to obtaining resources and establishing guarantees. Likewise, dialogue between the cities and the bodies and associations that elaborate educational activities with the new groups established in the city is also fundamental.

- > **Municipal powers in educational matters are scarce.** The lack of communication with the State is considered a problem in those countries where the powers are very centralised. In these cases, the lack of powers is compounded by the limited dialogue between administrations and, therefore, the limited possibilities for intervention. The economic difficulties faced by the municipalities are also considered in order to be able to respond to the numerous challenges as a result of the process of migration. Madrid highlights the change experienced by European cities that, in the past when they had fewer powers and resources than are currently available, began to develop educational programmes that served as a basis to make the importance of municipal action in this area obvious. In general, there is a need to act within the available range of actions, however small, and to go beyond the management of services, to lead the kind of educating city that it intends to be and to guarantee socio-educational care to the migrant population.
- > There are numerous **parties identified by the cities as collaborators in educational matters.** From the highest administrative levels (international organisations, ministries...), to organisations and entities, both public and private, that provide educational services. **The cities demonstrate the need to work with all of them to guarantee educational opportunities for vulnerable populations, including the migrant population.**
- > Tangier, Tetouan and the city of Turin consider the desirability of **working with volunteers** to expand the services provided to the migrant community, either in its provision (non-profit organisations ...), or in its financing (the search for private resources in charities). Vienna and Lyon, although they appreciate the contributions of volunteers in their cities, when it comes to the provision of public services

demonstrate the existence of risks such as the difficulty of controlling their capabilities and the loss of control over the service provided. They agree in pointing out the need for the administration not to delegate its responsibilities for the socio-educational integration of new citizens to volunteers and propose that the administration take a more active role and that it guarantee suitable spaces and resources for the proper participation of volunteers.

#### Experience 6 ASAI - City of Turin

ASAI is a voluntary association with educational and cultural initiatives aimed at children, young people and adults. It has about 600 volunteers who collaborate in activities aimed at improving coexistence in the city. Focusing in particular on the care of adolescents at risk of social exclusion, it offers a wide range of cooperative training activities to respond to the challenges arising from the migration trend in highly culturally diverse neighbourhoods. Multiculturalism and social and civic integration are some of the objectives of an educational project involving families, schools, social services and regional associations.

ASAI began its activity 20 years ago in a neighbourhood with a long tradition of receiving migrants, initially from southern Italy and, from the 1990s, from other countries. Families and social workers raised the need to connect young foreigners with the native population. Initially, Italian language courses were offered (based on the idea that the first inclusion tool could be the language), so users were exclusively of foreign origin, but the offer has since been extended to artistic and educational support activities to involve young people and also citizens from the neighbourhood who want to collaborate. The idea is that the newcomers are not merely recipients of services but can also contribute to the community, so the revitalisation of the centres and spaces is not the responsibility of just the association's workers, but also of the children, young people, adults and the elderly, both recently arrived and native.

The offering is very broad, from Italian courses for new arrivals during the summer to a multitude of cultural initiatives and social inclusion programmes using free time. The municipal financing of the project is complemented by the contribution of private funds (mainly from the Compagnia di Sao Paolo Foundation) and European funds.

## KEY ELEMENTS FOR THE PROMOTION OF EQUALITY AND THE SOCIO-EDUCATIONAL INCLUSION OF MIGRANTS

### Sectoral policies

Cultural policies	Cultural spaces as meeting places for people and bodies of diverse origins, the dissemination of knowledge, the appreciation of heritage, cultural events and festivities as opportunities to foster the feeling of belonging
Social policies	The identification of children in vulnerable situations, support for the educational work of families, support and resources for education
Health policies	Food education in schools, reproductive health training, pregnancy support, prevention of risky behaviours, encouragement to take part in sports...
Urban planning	Urban planning based on educational criteria that promote social mixing (building of schools, social housing, transport and communication...)
Gender equality programmes	Socio-occupational integration and empowerment of migrant women
Environmental policies	Changing habits, education for sustainable development, responsible consumption, good citizenship and the use of public spaces as regards waste management
Urban safety policies	Volunteer programmes for civil protection tasks, local police, mediation in neighbourhood conflicts about the use of public spaces or noise
Training for municipal workers	Training in support for cultural diversity (tools for communication, identification of discrimination situations...)
Initial reception and support policies	Reception centralisation, complete information about resources, duties and rights, support in legal proceedings, translators and cultural mediators, participation of migrant communities and the native associative network
Educational leisure	Increase in the participation of students and vulnerable families in quality educational leisure activities, promotion of leisure as an inter-cultural contact space, sports policies for social inclusion and the transmission of values

### Education for coexistence and for the recognition and valuing of differences\*

Promotion of coexistence	Use of public spaces for educational activities that encourage contact, intervention of mediators to resolve conflicts, economic regeneration of degraded
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	neighbourhoods, social cohesion programmes
Recognition of diversity*	Education in shared values, language learning, the visibility of the contribution of minorities to the city, the hiring of professionals of migrant origin

### Education for equal opportunities and social inclusion

Pre-school education	Enhance the access of vulnerable children to pre-school education, accompanying programmes for migrant families who do not attend school during the first stage of childhood
Access to compulsory education and educational success	Fight against the stigmatisation of schools, promotion of interesting educational projects in schools with vulnerable students, valuing educational diversity, instruments for supporting diversity, hiring of mediators, translators and social workers within schools, teacher training for diversity support, initial educational reception programmes, language acceleration programmes, fight against absenteeism, school attendance policies through extracurricular activities and the strengthening of school-family relationships, search for models of educational success among the migrant community, support for families during education
Post-compulsory education	Support in the transition from compulsory to post-compulsory education, orientation programmes for post-compulsory education, teacher training to assess the potential of migrant students, search for models of success among the migrant community, reduction of the economic barriers to access to post-compulsory education, design of second chance and re-entry tracks, creation of a municipal training offering
Adult education	Literacy programmes, language training, modification of the existing adult offering to meet the new needs
Education for access to the world of work	Ongoing training of workers, career guidance, advice for the recognition of degrees, programmes to combat prejudice, pushing entrepreneurship
New technologies	Training programmes for digital inclusion

### Education for an active and democratic citizenship\*

Participation policies	Advisory councils for foreign residents, participation quotas for bodies open to the whole city, broader participation programmes (neighbourhood activities, associations...), promotion of self-organisation among migrant communities, discussion forums between local administration and minorities
Promotion of democratic values	Activities to promote democratic values in schools and public spaces, training of local administration and public workers in the multicultural perspective, programmes for the whole citizenry on the value of coexistence and diversity