Statement on Migrations by Italian UNESCO CHAIRS

The Network of Italian UNESCO Chairs (ReCUI)

Recalling the 18 December International Migrants Day proclaimed by the UN General Assembly on 4 December 2000 (A/RES/55/93),

Also recalling the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families adopted by the UN General Assembly on 18 December 1990 (A/RES/45/158),

Reaffirming the United Nations Global Compact on Refugees, adopted on December 17, 2018 (A/RES/73/151), and the United Nations Global Compact for Safe, Orderly, and Regular Migration adopted on December 19, 2018 (A/RES/73/195),

Taking into account the ICCAR Bologna Declaration of April 2016 towards global solidarity and collaborative action for inclusive and sustainable urban development (SHS/2016/ICCAR/BD/01),

Having regard to the Global Monitoring Report on Education and the 2019 Incheon Declaration and Framework for Action on Education 2030 (ED-2016/WS/28),

Having considered the global initiative launched by UNESCO in 2020 to analyze the impact of climate change and climate migration on the right to education (ED-2022/WS/32),

Fully aware of UNESCO's Medium-term Strategy 2022-2029 (41 c/4),

Recalling the CONIUS Statement 2018 of the Italian UNESCO Chairs,

Adopts the following resolutions:

1. Established to foster cultural diversity, intercultural dialogue and a culture of peace. UNESCO Chairs have a crucial role as think tanks and bridge builders between academia, civil society, local communities, research and policy making to promote the dialogue between civilizations, cultures and peoples on shared values of social cohesion and peace.

2. Migrations are one of the major challenges of this century. Education, cities, places and territories, health, participative citizenship, must take into account this global turn which increases the vulnerabilities of mobile population. Today, two thirds of international migrants (out of 187 million according the UNDESA annual report) are living in twenty countries. Five countries are welcoming the major part of refugees in the world (Turkey, Columbia, Pakistan, Uganda, Germany), and Poland has provisionally hosted four million of its Ukrainian neighbors. The Global Compact of the UN adopted in 2018 has defined 23 objectives for international migrants and 4 for refugees, with a scope to reach a safe, organized and legal mobility.

3. Education has a central role in policies to be played, both for host societies and for migrants and their children. In 2019, the Global Educational Monitoring Report "Migration, Displacement and Education: building bridges, not walls", stated that equally provided education builds bridges while unequal provision raises walls between refugees, migrants and their host communities.

4. Regarding Inclusion, Human Dignity and Human Rights, UNESCO Chairs play an important role in fostering and emphasizing intercultural dialogue, a culture of peace, diversity and equity in education and shared values while creating an academic forum. Human dignity and human rights are working for convergence and cooperation in global ethics.

5. The Italian UNESCO Chairs stand in favor of equal dignity of all human beings against all forms of discrimination, in favor of equal status and social justice for all, in line with the objectives and indicators of the Agenda 2030.

6. The Globalization of Migrations in a world on the move implies pluralizing citizenship and respect of human equality, dignity and social cohesion within States.

7. The respect of human rights is at the heart of a democratic governance implying extending participation to newcomers and long term residents with a migrant background, enlarging decision processes and evaluation to new actors for the effectiveness of the rights involved (freedom, equality of rights, justice, security, inclusive governance and peace), aiming at constructing a democratic culture and sustainable development, fostering intercultural

dialogue, creative cooperation and respect of human dignity. Humanities in progress are always accompanied by a respect of human rights.

8. The ethical dimension it requires is trust in the human being, the development of dignity of each person and the ability to answer to the requests and needs of each one, the fight against violations and human rights seen in their interdependence and indivisibility. It aims at enlarging citizenship, inclusive and peaceful urban societies, with a right to the city for all, the right to health, promotion of intercultural dialogue and sharing values thanks to inclusion of migrants in their places of settlement.

The 2030 Agenda promises to leave no one behind: this must include every migrant. Protecting their rights and dignity means responding to humanitarian needs and advancing sustainable development. UNESCO is acting to advance the migration-related commitments of the 2030 Agenda for Sustainable Development. This starts with education, by promoting access to quality education, and by facilitating recognition of education diplomas and qualifications.

UNESCO's Global Forum Against Racism and Discrimination (which grew out of the "Global Call Against Racism," adopted at UNESCO's Executive Council in 2019 to develop "a roadmap for strengthening UNESCO's contribution to the fight against racism and discrimination throughout its field of expertise"), is a catalytic moment in the international agenda to recognize facts, gather evidence and provide effective solutions.

Citizenship

9. In order to reach an effective universal citizenship, the traditional definition of citizenship must move, from a view of exclusion to a more egalitarian and participative citizenship, including diversity. The Italian Constitution (art. 32), for example, does not refer to the concept of citizenship but rather to the individual. In this way, it extends the protection of health to every person, regardless of their legal status, reaffirming that the right to health is not tied to citizenship.

10. European citizenship is an original experiment, based on freedom of circulation, work and settlement for Europeans, but also a pioneer of pluralization of forms of citizenship, built on belonging to territories and a common identity. International migration and citizenship can

mutually enrich themselves instead of bringing contradictory issues, as nationalisms to enroll them.

11. The "acquis communautaire" (an addition of rights forming a standard of civilization for European identity and rights) is a new frontier between extra- European migrants, asylum seekers and Europeans to be progressively crossed thanks to access to rights, to citizenship and to the fight against any form of discrimination.

12. Building inclusive and diverse societies in cultural and religious terms implies rights, duties and freedom for all. Education is central to reach this goal as well as the search for a status of equal rights, the promotion of social cohesion, the respect of the individual and social dimensions of the person as a master force in this world.

13. Socio-spatial inclusion lies in the active participation of migrants in their places of settlement thanks to access to intercultural dialogue and shared identity values. Their right to be fully part of the local society (rather than a society apart) on equal basis implies:
   - Equal access to basic services and urban opportunities/assets;
   - Quality of education for all;
   - Strengthening transnational cooperation;
   - Supporting local institutions.

The Ninth NGO-UNESCO Forum, ("Another Perspective on Migration," Tunis, September 26 and 27, 2018) addressed the main challenges related to changing views, stories, and representations to promote full respect for human rights for migrants and refugees and defined avenues for resilience and direct action to facilitate the full inclusion and participation of migrants and refugees in host societies.

As part of its mandate regarding the protection of cultural and linguistic diversity to strengthen tolerance and mutual respect, UNESCO has launched the "World Atlas of Languages, an interactive and dynamic online tool for language preservation, monitoring, promotion, and knowledge sharing".

Cities

14. Along with migration, environment, the North/South divide regarding inequalities, the urbanization of the planet is one of the other challenges to be confronted with. Cities have always been migration hubs for international migrants. They include:

   - Inclusive services for more wellbeing;
   - Inclusive public spaces where diversity is experienced and differences should be accommodated;
   - Inclusive housing against precariousness.

   Access to affordable and adequate housing is a priority for building inclusive cities.

   Some city networks alike ANVITA or the Intercultural City Programme (ICC) in Europe can be experienced in larger territories all over the world.

The International Coalition of Inclusive and Sustainable Cities (ICCAR) was launched by UNESCO in 2004 in order to help local authorities combat discrimination as policymakers and service providers in areas as diverse as education, employment, housing provision, and cultural activities.

The elaboration of the New Urban Agenda during the Third UN Conference on Housing and Sustainable Urban Development enabled ICCAR to: promote the fight against all forms of discrimination, including racial and gender discrimination; foster inclusion and diversity in cities; contribute to the document on "Inclusive Cities," emphasizing the importance of addressing the challenges posed by the culture of racism and discrimination in urban spaces.

UNESCO's 2016 report "Cities Welcoming Migrants and Refugees" promotes a shared understanding of welcoming and integrating refugees and migrants, offering guidance for effective and holistic local governance.

"Heritage and migration": the link between heritage and migration lies in the fact that migration has played a significant role in shaping the cultural heritage of many communities and groups. As the Migration Museums Network at the International Coalition of Sites of Conscience demonstrates, migration changes the concepts of heritage.

Education

15. Students are to-day one of the most important legal flow of international migrants. Those with migratory background can also, in spite of their disadvantages mostly due to their social origin, enrich host societies and promote various forms of cultural pluralism or multiculturalism according to the societies which decided to develop it. Migration can

influence education to promote cohesive societies and fighting prejudice, stereotypes and discrimination. Education plays a major role in fully integrating migrants in host societies, especially:

- Children of immigrants with low economic status and poor language or skills;
- International students which are the most significant expression of human mobility.

The aim is to produce inclusive and equitable quality education to migrant children and youth and to provide equal learning opportunities for migrants and refugees.

The 2019 UNESCO Global Monitoring Report on Education focuses on the topic of migration and its implications for educational systems, but also on the impact that reforming educational curricula and approaches to pedagogy and teacher preparation can have in addressing the challenges and opportunities posed by migration and displacement.

UNESCO's Global Convention on the Recognition of Qualifications concerning Higher Education establishes universal principles for fair, transparent, and non-discriminatory recognition of higher education qualifications giving access to higher education and offering avenues for further study and employment.

UNESCO launched a global initiative in 2020 "The impact of climate change and displacement on the right to education" to study barriers to education posed by climate change and climate migration, providing operational recommendations for global policymakers to ensure the right to education in national and regional systems for people affected by climate change.

UNESCO established the Qualifications Passport for refugees and vulnerable migrants to facilitate their access to higher education by recognizing their prior qualifications.

Health

16. The right to health   refers to individuals. It extends the protection of health to every person, regardless of the legal status, reaffirming that the right to health is not tied to citizenship. It means:

- Access to healthcare services during the migrants' journey, prevent the risk of disease and mortality, secure maternity care in the destination country. Traumatic experiences can lead to psychological problems: "Public health cannot exist without migrant's health";
- Promoting inclusive health education;
- Special attention in protecting vulnerable groups;

- Strengthening transdisciplinary cross-sectorial collaboration between health, education, housing and employment sectors at multilevel (governments, NGO's, local communities) programs to enhance the effectiveness of healthcare interventions;
- Sensitizing healthcare providers, invest in cultural competency and cultural mediation;
- Promoting community-based healthcare models;
- Addressing climate change induced migration effects on health. The climate displaced people can suffer from "solastalgia", a negative impact on health status and mental well-being, in particular when their legal status is unclear.

The role of Europe

17. European societies confronted with migration must accept they have become societies of migration and settlement and undertake, at European, national and local level, policies of welcome, integration and social welfare and consider it as a a structural phenomena rather than an emergency, entailing social requirements such as housing, health, education, professional training and the extension of jus soli, that is more inclusive than jus sanguinis, or other more innovative forms for recognition of citizenship rights (i.e. jus culturae; jus domicilii).

18. Local governments are entitled to share the principle of "responsibility to protect" launched by the UN at the start of the 3rd millennium because human rights are protected or violated in the places where people live their daily lives.

19. European countries should re-open legal migration channels to help receiving countries to cope with their domestic shortages, with the segmentation of the labor market and the structural process of the population ageing. This should help to recognize migration as a structural phenomenon and not a transitory one, and avoid the negative attitudes exacerbated by a political discourse and policy action dominated by security, temporary and security issues, formalizing the access to Europe.

20. Integration must be viewed as a constitutive trait of Europe which should accept being a continent of immigration and settlement. In order to build more inclusive societies, the multilevel governance is a highly recommended approach to manage migration in an integrated manner at EU the, national and local levels.

The European Coalition of Cities Against Racism, launched by UNESCO in 2004, has resulted in a network of cities interested in sharing experiences and tools to transform cities themselves into safer and more inclusive spaces.

The plight of children who migrate unaccompanied to Europe was the subject of a 2010 UNESCO publication "Migrating Alone: Unaccompanied and Separated Children's Migration to Europe."

UNESCO's mission at local and world's level

21. UNESCO Chairs' activity is dedicated to contributing to the building of more inclusive, just and peaceful urban societies through the promotion of socially responsible citizenship, particularly of young people and the provision of long-learning opportunities for urban stakeholders, focused on tools and methods to reduce socio-spatial inequalities and to accommodate differences. Focusing on the social and spatial inclusion of international migrants in contemporary cities, both in the Global North and Global South, the aim is, on the one hand to counter any form of racism, discrimination, intolerance and exclusionary discourse and, on the other, to actively contribute to sustainable active development, to be rooted in intercultural and interreligious dialogue, equality, respect of diversities, the strengthening of socio-spatial cohesion and the right to the city for all. UNESCO Chairs are also committed to have an impact on the ground, involving close collaboration and partnership with local administrations and civil society organizations. The Italian Network of Unesco Chairs (ReCUI) commit to pursue this aim through the promotion of interconnected and interdisciplinary activities, including action-research, knowledge production and sharing, capacity building, awareness raising, advocacy, production and dissemination of policy recommendation, promotion of goo d practices exchange, teaching and training.

22. The main operational objectives include:

- To further develop action and projects on migrants' education, access to adequate housing and migrant-oriented services;
- To explore new emerging issues to help local actors to better accommodate differences and better respond to the new demands of the city expressed by diverse urban societies;
- To promote socially responsible citizenship and intercultural dialogue skills in urban areas.

- To consider migration as a positive opportunity, thanks to transnational networks and dialogues, including attention to institutional statistical data instead of approximative mediatic perceptions.

Chair Group ReMig

Coordinator: Raimondo Cagiano de Azevedo (UNESCO Chair in Population, Migrations and Development | Sapienza Università di Roma)

Advisor: Catherine Wihtol de Wenden (Paris, Ceri-Sciences Po)

Members:

Flavia Albanese, Giovanna Marconi | UNESCO Chair on the Social and Spatial Inclusion of International Migrants – Urban Policies and Practices |Università Iuav di Venezia

Francesco Castelli, Beatrice Formenti | UNESCO Chair on Training and Empowering Human Resources for Health Development in Resources for Health Development in Resource – Limited Countries | Università degli Studi di Brescia

Paolo Ceccarelli | UNESCO Chair in Urban and Regional Planning for Sustainable Local Development | Università degli Studi di Ferrara

Alberto Garcia, Serena Montefusco | UNESCO Chair in Bioethics and Human Rights | Ateneo Pontificio Regina Apostolorum, Università Europea di Roma

Cristina Giudici, Lucia Occhi, Angela Paparusso, Giuliana Polo | UNESCO Chair in Population, Migrations and Development | Sapienza Università di Roma

Gaia Proietti | UNESCO Chair on Water Resources Management and Culture | Università per Stranieri di Perugia

Natalina Carrà, Paola Raffa | UNESCO Chair on Mediterranean Landscape in Context of Emergency | Università Mediterranea di Reggio Calabria

Annateresa Rondinella | UNESCO Chair on Sustainable Energy Communities | Università di Pisa