"New Paths to Social Inclusion for Safer Cities“

7th Conference on Global Citizen Education
October 11th 2016

The House of the European Union
Wipplingerstrasse 35, 1010 Vienna

Organized by:

With support of:
ACKNOWLEDGEMENTS

The organisers of the 7th Conference on Global Citizen Education on “New Paths to Social Inclusion for Safer Cities“, Michael Platzer (ACUNS Vienna Liaison Officer), and Elisabeth Riedl and Renate Amesberger (Women’s Federation for World Peace Austria) are pleased to present the second volume of the conference booklet series “Celebration of Diversity” on the event held in October 2016 in Vienna, Austria.

We would like to thank all speakers and participants of the conference enriching the discussions with their expertise and expressed interest in the subject as well as all those that contributed to the conference publication with a dedicated article.

We are delighted to have established numerous contacts to representatives from governmental and non-governmental organisations involved in social initiatives and hope to maintain and intensify cooperation with and among them.

We would like to thank the Academic Council on the United Nations System (ACUNS) Vienna Liaison Office, Art against Violence Platform (Kunst gegen Gewalt), the Austrian Centre for Citizenship Education in Schools (POLIS), the Eberhard Karls University, the European Commission, the European Parliament, the European School Goldschlaggasse, the Forum for Religious Freedom Europe, the Human Rights Office of the City of Vienna, the Initiative Liberaler Muslime Österreich (ILM Österreich), the International Institute for Peace, the Institute for Talent Development Austria, the Institute for Urban and Regional Research of the Austrian Academy of Sciences, NMS Anton-Sattler-Gasse, the Office of Youth and Family of the city of Vienna, the Opportunity and Risk Management Institute Ghana, the Permanent Mission of Germany to the UN, Soziale Gerichtshilfe the United Nations Scientific and Cultural Organisation (UNESCO), the UNESCO Club Vienna, the United
Nations Office on Drugs and Crimes (UNODC), the Universal Peace Federation Austria, the Women’s Federation for World Peace Austria, the Women’s Federation Europe (WFP) – Free Teens Project, and the Women’s Federation for World Peace International (WFWPI) for their intensive cooperation making for an educative and successful event.

We further like to extend our gratitude to the House of the European Union and the Ministry of Justice for their financial, administrative and in-kind support without whom the conference as well as the subsequent publication would not have been possible.

Finally, we would also like to thank Anna Scheithauer and Matthias Augdoppler (RUN TIN), the editors of this publication, for their creative talent and hard work.

    Michael Platzer        Elisabeth Riedl
    Anna Scheithauer      Renate Amesbauer
“Later this month, Governments and their partners will meet in Quito, Ecuador, for the United Nations Conference on Housing and Sustainable Urban Development (Habitat III). Held every 20 years, the Habitat conference is designed to reflect on the state of human settlements and on what we want the towns and cities of the future to look like.

With the world embarking this year on implementing the historic 2030 Agenda for Sustainable Development, Habitat III has particular resonance. The 2030 Agenda is a comprehensive, integrated and inclusive blueprint for peace, prosperity, dignity and opportunity for all people on a healthy planet. Achieving its 17 Sustainable Development Goals will depend, in large part, on whether we can make cities and human settlements inclusive, safe, resilient and sustainable.

Achieving that objective is the aim of the New Urban Agenda, which Governments will adopt in Quito. The New Urban Agenda is an action-oriented document that will set global standards for sustainable urban development, and help us to rethink how we plan, manage and live in cities. Its drafting has been the result of an inclusive and participatory process among Governments and all urban actors.

More than half the global population already lives in urban areas. Approximately a quarter of these urban dwellers live in slums or informal settlements. The unplanned rapid expansion of towns and cities means an increasing number of poor and vulnerable people are living in precarious conditions, without adequate living space or access to basic services, such as water, sanitation, electricity and health care. They are often isolated from opportunities for decent
work and vulnerable to forced evictions and homelessness. Providing access to adequate housing for all is high among the priorities of the New Urban Agenda.

On this World Habitat Day, I urge national and local governments, city planners and communities everywhere to keep "Housing at the Centre". Guaranteeing dignity and opportunity for all depends on people having access to affordable and adequate housing. I look forward to a successful Habitat III Conference that will help us advance our sustainable development agenda for the benefit of all humankind.

* ****
Cities are hubs for ideas, commerce, culture, science, productivity, social development and much more. But cities also concentrate problems such as unemployment, exclusion, and poverty. Together with the recent refugee crisis, new trends in migration and the United Nations’ estimate that 70% of the world’s population will live in urban areas by 2050, this presents a series of challenges and opportunities for policymakers and urban planners alike.

In this sense, sustainable development is indispensable for “cities of opportunities” for all, where people thrive socially and economically, and where social inclusion, protection and well-being are the norm. It is equally important to acknowledge that safer and more inclusive cities do not just happen organically but depend just as much on local governments as well as the quality of the countless interactions that occur among the kaleidoscope of individuals, social groups, and institutions that exist in a city.

The 7th Conference on Global Citizen Education on “New Paths to Social Inclusion for Safer Cities“ in October 2016 at the House of the European Union in Vienna, provided a forum for meaningful discussions among representatives of the diplomatic community, civil society, political leaders, international NGOs and educators to discuss common solutions for new ways forward.

This publication presents a collection of their contributions to share their expertise and put forward promising practices in regard to urban planning, social inclusion and inter-sectoral collaboration for politics and society at large.
NEW PATHS TO SOCIAL INCLUSION FOR SAFER CITIES AND THE SUSTAINABLE DEVELOPMENT GOALS

SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable

- 11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
- 11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
- 11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
- 11.4 Strengthen efforts to protect and safeguard the world’s cultural and natural heritage
- 11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
- 11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
- 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for
women and children, older persons and persons with disabilities

- 11.a Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning

- 11.b By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels

- 11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

**SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels**

- 16.1 Significantly reduce all forms of violence and related death rates everywhere

- 16.5 Substantially reduce corruption and bribery in all their forms

- 16.6 Develop effective, accountable and transparent institutions at all levels

- 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

- 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
# Table of Contents

## Introduction

Georg PFEIFER  
Welcome Address  
Page 15

Othmar KARAS  
Welcome Address  
Page 17

## Part I  
Social Inclusion for Safer Cities

Roland SEEGER  
Commentary  
Page 21

Yvonne FRANZ  
What Makes Neighbourhoods Inclusive?  
Page 23

Shams ASADI  
Social Inclusion for Safer Cities  
Page 30

Anika HOLTERHOF and  
Johannes DE HAAN  
Urban Crime Prevention and Sustainable Development  
Page 34

Zhannat Kosmukhamedova  
Safe Cities Foster Human Relations and Social Inclusion  
Page 44
New Paths to Social Inclusion for Safer Cities

Michael PLATZER
The Right to a Safe Inclusive City
Page 52

Karin STIELDORF
Making our Cities Smart
Page 63

Part II
Global Citizen Education as a Multicultural Tool for Peaceful and Inclusive Cities

Michael PLATZER
The Centre for Citizenship Education in Schools (Zentrum POLIS) of Austria
Page 76

Doris BERKI UHRLIR
Transmitting Values of Openness to Foreign Cultures, Immigrants and Pluralism: A Vienna School as an Example
Page 83

Slawomir REDO
Kids’ Stuff? Justice Education in a Multicultural City
Page 91

Elisabeth RIEDL
“The Role of Global Citizenship Conferences on Education for Safer Cities”
Page 101

Amer ALBAYATI
Looking for New Inroads into Making Culturally Inclusive Cities: Vienna as a Case in Point
Page 104
Hannes KOLAR
Use of Technology for Traumatized Children
Page 106

**Part III**
*Safe Cities, the Role of Parents towards Social Inclusion and a Healthy Society*

Stella A. ATTAKPAH
Self-development, an Important Factor in Achieving Sustainable Development
Page 110

Belinda MIKOSZ
Different Ways to Provide Quality Education
Page 111

Hannes KOLAR
„Exbärte“ - Video Guide for Parents
Page 118

**Part IV**
*Core Value Pillars: Education of Heart, Enabling a Healthy Lifestyle, Best Practices*

Maria RIEHL
4 Pillars of Love in a Family
Page 121

Zita KIEDLER
Peer Mediation at the GTEMS Anton-Sattler-Gasse
Page 124
New Paths to Social Inclusion for Safer Cities

Foteini KANATSOULI
Unesco’s Arts Education Approach
Page 126

Fran E. WRIGHT
Peace lies in our Hands
Page 128

CONFERENCE REPORT

Anna SCHEITHAUER
Conference Report
Page 135

ANNEX

Conference Programme
Page 144

Vivien KABAR with the UNESCO City Club Vienna
Picture presentation “Sinking Dreams“
Page 148

Performance of the Children’s Choir
European Primary School, Vienna
Page 151
INTRODUCTION
Welcome in the name of the House of the European Union.

It is clearly a pleasure for us to have such a key event on the urban dimension of Europe here in Vienna and here in the premises of the European Parliament and the European Commission.

Even if the starting point for this event was Sustainable Development Goal 4, putting a global dimension on the topic, the event on Social Inclusion for Safer Cities is also well placed here in the House of the European Union for two reasons:

The Annual 14th European Week of Regions and Cities, previously known as the Open Days, started yesterday with a kick-off event in the hemicycle of the European Parliament in Brussels followed by the Conference on Smart Cities.

The EU offers important instruments to finance projects aiming at Safer Cities:

- Most important are the EU cohesion instruments which also invest into cities: in the programming period 2007-2013 11% or 29 billion EUR were used for urban development and social infrastructure (4% for the 1st, 7% for the latter, i.e. not less than 20 billion EUR for social infrastructure)

- The most important instrument obviously is the European Social Fund (ESF), in Austria administered by the Ministry of Social Affairs
Other financial programmes under the umbrella of the cohesion policy also benefit cities - transport, environment, tourism

ALL these instruments support what we intend to do with our European cities: to improve urban life through more integrated, inclusive and sustainable solutions.

Let me conclude by congratulating and thanking our partners to this important conference, in particular the Women's Federation for World Peace Austria.

I am looking forward to an interesting and inspiring event.

Thank you for being with us today.
New Paths to Social Inclusion for Safer Cities

Welcome Address

Mag. Othmar Karas
Member of the European Parliament

Dear Ladies and Gentlemen!

Thank you for your kind invitation to today’s seventh Conference on Global Citizen Education. Unfortunately, I cannot be with you in person. A meeting on the Securitisation-report, at which I am responsible for negotiations on behalf of the European People’s Party group, keeps me in Brussels. All the more I am happy, that thanks to our digitalised world, there is still a way to be with you this morning!

Let me first underline, how pleased I am that you are organising this event on social inclusion and safer cities. Today you will be discovering practical answers to crucial challenges on the pulse of our times.

"Urbanisation is one of the mega-trends of our century."

There is no doubt: Globalisation is a fact. It has numerous effects on our societies and turns our world into a global village. We are getting more and more interdependent. Urbanisation is one of the mega-trends of our century. Time zones, distances and language differences play an increasingly smaller role. At the same time, globalisation is a major driving force behind the world’s migratory movements of the future.

We see various opportunities of globalisation being confronted with various challenges: wars and terrorism, extremism and radicalisation, hybrid- and cyber threats, hunger, poverty, climate change or
globally increasing number of refugees. These complex challenges do not stop at any borders. They just cannot be managed by one country alone and they require common action.

Therefore, I am convinced, that we need to understand our European Union as part of common solutions and not as source of our problems. Our future is closely linked to the future of Europe. The question is not whether we want to accept globalisation or not. Much more, we need to answer how we want to deal with and shape globalisation – and our European Union as part of it.

Unilateral national action can never be an adequate solution to these most pressing challenges of our time. Nationalism and populism do not solve problems. They create problems and they weaken ourselves and our communities at the same time.

“[...] we need to understand our European Union as part of common solutions [...]”

Whether it is on the political, economic, technological, intellectual or cultural level: In Europe we need to stand together to effectively contribute to a more peaceful and inclusive world. It is in our own interest to promote a rules-based global order with multilateralism as its key principle.

In this process, educating values and responsibilities, such as respect and tolerance, cultural diversity and global citizenship is getting increasingly important. And raising and discussing them ever more pressing.

This is why I am so pleased that you have gathered here today to jointly look for practical common answers to these – and many more questions.
Let me wish you a successful conference with many fruitful discussions to explore our common way forward!

All the best.
PART I

Social Inclusion for Safer Cities

FLTR: Ms. Anika Holterhof, Dr. Yvonne Franz, Mr. Roland Seegar, Dr. Hannes Swoboda, Dipl.-Ing.in Shams Asadi, Ph.D. Michael Platzer
New Paths to Social Inclusion for Safer Cities

“COMMENTARY” BY ROLAND SEEGER
Alternate Permanent Representative

Cities are certainly one of the megatrends in the 21st century. Nearly all big cities in nearly all countries experience a continuous growth in population. For all governments, be it at the national, regional or local level, this means a challenge to maintain and improve the necessary infrastructure of cities to keep the pace with a growing population. It also means a challenge to guarantee the safety, the education and the economic and social prospects both for the old and the new part of the population in order to make social inclusion of all people living in any city possible.

The challenge is also to keep the attitudes of people and the social fabric in a cooperative way. Newcomers to cities can come from very different backgrounds with different social, ethnic and national features. It seems to be a rather universal attitude that many people who have been living for a certain time in any city tend to regard newcomers as a challenge, a problem or a threat for many reasons. Often they are disregarding the fact that not so long ago they were themselves newcomers who were eyed with the same suspicion by the old hands back then. But turning newcomers into citizens contributing to the whole community is a task that cities have always managed to do, for hundreds, in some places even for thousands of years.

Some cities certainly do better than others in this respect. Vienna, where this conference takes place, can surely take credit for having solved many of these difficult issues better than many other places for a long time. Indeed, while working for the past four years with the UN institutions and many permanent missions of different
countries in Vienna, I have heard some people saying that living in Vienna is probably the closest one can come to paradise on this earth.

“[...] living in Vienna is probably the closest one can come to paradise on this earth.”

So I am very glad that this conference brings together members of parliaments, members of the city council of Vienna, people working for different embassies and UN missions and people working for the United Nations Office on Drugs and Crime (UNODC) and different non-governmental organisations in order to discuss the challenges, experiences, best practices and future trends for these issues in order to contribute to social inclusion and safer cities around the world.
Reflecting on Social Inclusion in Diverse Urban Neighbourhoods in Vienna

How would we explain to our children what ‘social inclusion’ actually means? We would probably not tell them that it is about “[h]ow cultures and societies stratify and divide; how they account for customs around inclusion, exclusion, belonging, and togetherness; and how the processes that include and exclude are talked about, described, understood, and experienced, all provide some clues as to the role of social integration and stratification within a given society.” (Allman 2013: 6).

But, our children would understand that one feels comfortable in her or his living environment when we can just live as we are and if our neighbourhood accepts everyone’s individual differences and diversity.

However, ‘social inclusion’ is a concept with many facets within the social sciences. Especially in cities, which are as diverse as our society, ‘social inclusion’ becomes much more complex. As Vertovec (2007) points out, cities are not only diverse in terms of ethnicity, but super-diverse in terms of many other dimensions including country of origin, language, religion or gender.

The underlying questions in cities are which dimensions of life are relevant for social inclusion, for instance in daily encounters and social interactions, provision of education services, or access to the labour market? Another related question asks: How can we conceptualise social inclusion in cities that are becoming
increasingly more socially diverse? And how might these understandings help measure social inclusion and lead to a way of classifying whether our cities can be considered inclusive or not?

The international research project “Interethnic Coexistence in European Cities” focuses its work at the level of individual residents and their living environment, approaching these questions by looking at local integration measures that are in place (Kohlbacher et al. 2014). Empirically, the neighbourhood serves as a spatial unit that includes a distinct and ethnically diverse composition of residents.

The case studies within super-diverse neighbourhoods in Amsterdam, Vienna and Stockholm were selected based on various indicators such as ethnic composition, proximity to city centre, characteristics of the built environment and access to local integration initiatives. The aim is to find out more about the inclusiveness of the neighbourhood and to use the information to reach conclusions that can be scaled up to generalisations at the city level.

Three concepts provide the theoretical framework of the research design to investigate the social inclusiveness of the neighbourhoods (see Hoekstra 2015; Hoekstra and Dahlvik 2016; Dahlvik et al. 2016):

1. place and neighbourhood attachment
2. sense of belonging and
3. co-responsibility

Place attachment can be understood as a concept related to space and place to which someone feels they belong. Positive notions of place attachment include not only the use of these spaces, but also individuals taking care of and maintaining them. Neighbourhood spaces such as community centres or parks create place attachment by providing activities of common interest ranging from child care,
language courses, sports or cooking. However, place attachment can also have negative notions arising from claims by individuals or groups. Public space might – for example – be used extensively by specific ethnic groups that makes other ethnic groups feeling unwelcome or uncomfortable. This practice of appropriation creates (unintentionally) exclusionary effects and decreases the sense of belonging. This sense of belonging is not only determined by place attachment, but also by the degree of social embeddedness and co-responsibility.

Social embeddedness is the social dimension of neighbourhood belonging. It includes a variety of light and strong social ties, for instance casual and superficial encounters, neighbourliness or friendship. Again, individual perception is at the core of whether someone feels socially embedded or not.

“Co-responsibility creates a sense of being part of society [...]”

As meeting people is central to this, spaces of encounter again play an important role. Co-responsibility creates a sense of being part of society and requires active residents who care about their neighbourhood and show initiative. This can be seen in their degree of activity, both by participating in local activities or by organising initiatives in and for the neighbourhoods. (Dahlvik et al. 2016)

The analysis shows that all three concepts are intertwined and depend to a large extent on context. This means: There are certain conditions in place that influence how inclusive distinct neighbourhoods are. Our three neighbourhoods in Vienna are located in the western part of the city: Gumpendorf in the 6th district, Breitensee in the 14th and Hippviertel in the 16th district.

All three are characterised by a degree of ethnic diversity higher than the district average and are quite similar in terms of their physical
environment, such as housing. However, they do differ when it comes to some socioeconomic signifiers such as household income and education, and with regard to physical characteristics such as building density, apartment size and access to public space.

As a general result, there is evidence that the more densely populated an individual’s living environment is, the more important so-called ‘compensation space’ become. This compensation space lies outside of an individual’s apartment and differs in the different case study neighbourhoods.

In Gumpendorf, the mostly better-off inhabitants have various options to cope with high density living. For example, a weekend house in the countryside, a garden allotment in the city or family in the more rural parts of Austria. In the Hippviertel, significantly more residents belong to socio-economically challenged households and
have limited options for compensation and a smaller spatial radius. They visit friends and bigger, less overcrowded parks outside of their neighbourhood. In Breitensee, a largely socio-demographically mixed neighbourhood benefits from a less dense built environment and more access to public spaces.

To conclude, compensation space is highly relevant for social inclusion as it is the space where residents encounter each other. In those spaces of encounter (Valentine 2008), they interact with each other socially, participate in local initiatives such as a neighbourhood garden or they visit neighbourhood festivals.

These encounters support the creation of ‘public familiarity’ (Amin 2008; Blokland and Nast 2014) and include also very superficial contacts, such as greeting or engaging in small talk with passers-by, shopkeepers, or during organised activities such as street festivals. Local integration initiatives – regardless of whether they are organised by the city government or self-organised by active residents – support these ‘fleeting contacts (Peterson 2015; Ye 2015).

Participating in these initiatives makes it possible to recognise more ‘familiar faces’ in the neighbourhood. Simultaneously, the active and participating resident becomes a familiar face to others as well (Hoekstra and Dahlvik 2016; Dahlvik et al. 2016). Contrary to critical comments by scholars (see Amin 2002; Valentine 2008), these ‘light’ social contacts have an important value for the creation of neighbourhood attachment in our case study areas. It might be that the initial aims of local initiatives were to increase social inclusion, and in this context light social contacts might be undervalued. However, analysis shows that it is these low threshold encounters that are highly appreciated by participants and produces common ground for more regular and deeper social interactions.

This project focusing on the social inclusiveness of neighbourhoods has shown that social inclusion is a complex concept and includes
many facets at the individual level. To create socially inclusive cities, open eyes and ears are required to ensure that those who are not easily heard or seen are included. A person’s sense of feeling socially included might be an individual issue, but social inclusion is a collective responsibility.

The project “Interethnic Coexistence in European Cities” is funded by the Joint Programming Initiative „Urban Europe“ and has been active from 2013-2017. Project Lead: Prof. Dr. Heinz Fassmann. For more information, see: www.icecproject.com

Sources:

New Paths to Social Inclusion for Safer Cities


In 2014, Vienna declared itself a Human Rights City after a two years process. The goal is to create and sustain a city that guarantees equal rights and opportunities for everyone by implementing human rights throughout all political and administrative levels and decisions. The City has entered into a collaborative partnership with the Ludwig Boltzman Institute for Human Rights, which is also in Vienna from the beginning of the process of making the Human Rights City.

Only a year later in 2015 we opened the doors to the Human Rights Office, once more highlighting Vienna’s commitment to Human Rights. This commitment is not without reason: the city of Vienna is one of the migrant cities and has always been home to intercultural diversity.

However, this is also why it is so important to have a legal framework for our city in place as one can hardly guarantee inclusive cities without such instruments (e.g. in our plight to eliminate any form of discrimination, the “law to combat all forms of discrimination” was enacted in 2004). The goal of ensuring a truly inclusive city is also firmly anchored in the Declaration “Vienna – City of Human Rights” reiterating “that every person living in the city has the same human rights – regardless of their nationality or residency status.”

Most recently we have started looking at the monitoring and measurements of inclusion. Here three sections as examples: housing, education and the labour market.
1. When it comes to housing policy, Vienna is one of the world’s pioneers, with about 70% of its population living in a so called “Gemeindebau” – council housing, erected by the municipalities to provide affordable public housing – or in subsidized apartments. However great these numbers are, Vienna still believes in progress and improvement especially in a rapidly growing city.

The Internationale Bau-Ausstellung (IBA – the international building exhibition), will take place in Thüringen in 2019 and then in Vienna in 2022. The IBA is about social housing policy as well as about the construction of new buildings, but will be coined by a commitment to innovation dealing with neighborhoods in all their facets under the motto “Living Together”. It will include Viennese people of all generations and backgrounds throughout the entire process, reflecting Vienna’s open and diverse society.

2. Concerning education; more than 40,000 newcomers arrived in Vienna last year. At present, inclusion for children up until the age of 15 is ensured by mandatory school attendance. Diverse backgrounds can be a challenge for schools and teachers are sometimes ill-equipped for the situation; but the city of Vienna believes that it is important to have mixed classes to ensure faster integration rather than to single out migrant and refugee children.

My office, together with the Department for Integration and Diversity, works in close collaboration with the school authorities (e.g. Stadt Schulrat) and organizes help and support from native speakers.

An important part of including newcomers into our society is teaching not only children but also adults our native language. The city of Vienna offers language courses at
different levels, which is a necessary step to integrate newcomers and migrants into the job market.

3. Regarding jobs; it is essential to have strategies in place to include recognized newcomers both in society and in the labor market. One of many programs Vienna offers is a program called “Initial Counseling”, a service for new comers to Vienna offering counseling regarding where to find suitable language courses, German Integration Courses and to help them in finding a job and getting already obtained qualifications recognized.

To integrate refugees who have not yet obtained their legal residence permit or asylum status the Viennese Social Fund has started a welfare-job program for refugees. The Human Rights Office of Vienna hosted a young man from Syria including him into the daily work at our own Office, letting him experience a Viennese business environment. This experience was enriching for the entire team.

“It is indispensable to recognize social inclusion as a multilayered process.”

A remaining concern is the radicalization which is taking place among religious and right-wing groups as it is challenging the entire process of social inclusion. The City of Vienna works intensively, but not exclusively, with the police as well as with the social and youth workers in an attempt to make our city safer.

We take this issue very seriously and implement the goal of the Declaration “Vienna - City of Human Rights” to “promote and advance comprehensive participation and involvement of the city’s population and civil society organisations” for example by
establishing programs with youth to tackle radicalization in Vienna and beyond. It is important to us to anchor our human rights based approach not only in public institutions but also in the hearts and minds of the Viennese people. It is indispensable to recognize social inclusion as a multilayered process that requires the building of strong networks and an even stronger civil society.

We believe that we are heading in the right direction and are taking important steps to get closer to our goal, while remaining in contact with the people regarding their needs and hopes instead of only relying on statistics.
With two-thirds of the world population expected to reside in urban environments by 2030, urbanization has become one of the most transformative trends of the twenty-first century. In many cities, especially in some countries in Latin America, high rates of crime and violence across the city or in certain neighbourhoods, threaten economic growth and impede social development.

The 2030 Agenda for Sustainable Development, adopted by the Member States of the United Nations in September 2015, recognizes that reducing conflict, crime, violence, discrimination, and ensuring inclusion and good governance are key elements for people’s wellbeing and essential for securing sustainable development. Seeking to build on the Millennium Development Goals and aiming to achieve what those did not, the 2030 Agenda offers a plan of action guiding implementation by way of 17 Sustainable Development Goals (SDGs) and related 169 targets. It aims at, inter alia, eradicating poverty in all its forms and dimensions, including extreme poverty – an indispensable requirement for sustainable development; combatting inequalities within and among countries; building peaceful, just and inclusive societies for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions at all levels; protecting human rights and promoting gender equality and the empowerment of women and girls.

With the 2030 Agenda, the reduction of crime and violence (Goal 16) and the creation of safe, inclusive and resilient cities (Goal 11)
have been placed at the heart of global efforts to promote sustainable development. At the same time, the New Urban Agenda that was agreed upon by Member States at the United Nations Conference on Housing and Sustainable Urban Development (Habitat III) in Quito, Ecuador, in October 2016, creates a clear connection between urbanization and development, including a focus on safety and security of city residents. It is thus apparent that urban crime prevention will strongly affect the ability of the international community to achieve its commitments under both Agendas and to take advantage of urbanization as an engine of sustained and inclusive economic growth and social development.

“[… ] urban areas tend to have higher rates of homicide and other violent crime[... ]”

Addressing the Root Causes of Urban Crime

Policies and programmes that effectively target risk factors of crime help to bring crime rates down and reduce the burden on our criminal justice systems. There are characteristics of a person’s personality and environment that increase the risk that he or she will commit or experience violence, and the accumulation of such risk factors increases the tendency of being a victim or a perpetrator. Risk factors for crime and violence include, for example, early aggressive and anti-social behaviour, poor parenting, weak social ties, income and social inequality, unemployment, and poor access to education and other public services, including safety and justice and a weak rule of law.

It is evident that urban areas tend to have higher rates of homicide and other violent crime than rural areas, in part because urban areas host many enablers of delinquent behaviour, including high levels of income inequality, large groups of unemployed youth, the potential
for anonymity within a dense population, and the existence of gangs and other criminal groups. At the same time, cities are home to numerous factors that can help prevent crime, such as access to public services, jobs and education and higher levels of policing. Where cities are undergoing rapid growth that is not well managed, risk factors can accumulate and increase the likelihood of crime. Especially when citizens do not have a sense of belonging and there is limited community cohesion, it is easier for criminal activities to go unnoticed and unpunished, resulting in neighbourhoods where organised crime becomes woven into the fabric of society. The question is therefore how policymakers, crime prevention practitioners and local communities can work together to ensure that risk factors for crime and violence at city level be offset by protective factors.

This is easier said than done, not least because we live in a globalized world where complex organised crime structures do not pay attention to borders. As outlined in the recent UNODC publication, ‘Governing Safer Cities: Strategies for a Globalised World’, development in many cities across the globe is being undermined by a climate of insecurity and violence caused by the interrelation between global crime phenomena such as illicit flows of goods, drugs and persons on the one hand, and local power dynamics and vulnerabilities to crime and violence on the other.

There is a need for local, regional and national governments to better understand how emerging and growing global threats, such as illicit flows of drugs, arms and persons, transnational organized crime and violent extremism impact on local communities, and how criminals and extremists exploit and exacerbate local vulnerabilities. While many responsibilities in the areas of justice and security lie with the national or regional government, cities have a key role to play in identifying risks of crime and vulnerabilities and in ensuring that policies and programmes are tailored to the local context and implemented in a sustainable manner.
Effective Government Leadership

United Nations guidance on crime prevention, in particular the 1995 Guidelines for Cooperation and Technical Assistance in the field of Urban Crime Prevention and the 2002 Guidelines for the Prevention of Crime, outlines the considerable benefits that well-planned crime prevention can bring to cities and urban areas, from enhancing the quality of the social and economic life of cities and their inhabitants, to helping to bring about long-term reductions in expenditure on criminal justice, health and other services, promoting community safety and contributing to sustainable development.

“Addressing the challenges of crime and violence in cities requires government leadership [...]”

Although many countries are investing in prevention efforts, few do so at a level commensurate with the scale of the problem. In many instances, there is an urgent need to strengthen the collection and analysis of data to reveal the true extent of violence-related problems and risk factors, and to allow national and local governments to develop effective and tailored strategies and programmes. Improved coordination among local and national governments requires particular attention to ensure long-term success of measures. Addressing the challenges of crime and violence in cities requires government leadership involving all levels and sectors, to allow for good and enforced regulation, initiatives for reaching-out to local communities, and efforts to build and strengthen resilience with a view to placing inclusion and the well-being of all groups within society at the centre, without discrimination.

Adopted in 2015, the outcome document of the Thirteenth United Nations Congress on Crime Prevention and Criminal Justice, the
Doha Declaration, already stressed the importance of developing and implementing consultative and participatory processes in crime prevention, so as to engage all members of society, including those at risk of crime and victimization, to make prevention efforts ‘more effective and to galvanize public trust and confidence in criminal justice systems.’ More recently, the importance of an inclusive approach has been highlighted in the Implementation Plan for the New Urban Agenda, which calls on States to ‘engage relevant local communities and non-governmental actors […] including taking into account slums and informal settlements as well as vulnerability and cultural factors in the development of policies.’

**Regulation**

Local governments have regulatory powers related to crime prevention and control, in addition to their powers regarding resource distribution, and they can use them to reinforce security and address root causes of insecurity. These powers relate for example to the regulation of certain markets or activities that may impact on crime and reduce the likelihood of criminal control, including liquor licensing, regulation of private security actors or regulation of private commuter taxi industry. Within the framework of national legislation and regulation, it is important that cities make use of the regulatory powers entrusted to them on order to tackle specific crime-related challenges they are facing, ranging from traditional crimes to recently emerging threats and crime-related developments.

**Reaching-out**

Preventive approaches require cities to involve a number of actors such as government officials, teachers, urban planners, community leaders and youth and include targeted interventions in a variety of settings (family, schools, neighborhoods) in order to be effective and support social inclusion as well as community cohesion. Besides ensuring access to basic public services like education and health,
connecting local law enforcement with communities, and to systematically use and strengthen partnerships is instrumental in this regard. Needless to say, citizens should be brought on board at the earliest possible stage in the design of crime prevention interventions. Participatory crime diagnosis, including through local safety audits, is key but will only have an impact if findings are used for policy and programme design and implementation.

“All measures should be carried out in a rights-based approach
[...]”

Applying problem-solving techniques that take into consideration views and measures of both law enforcement and communities, while making sure that also vulnerable and marginalized groups are heard and their views respected, can make a huge difference in pro-actively addressing conditions that threaten public safety and increase fear of crime. Even though in some countries city administrations have limited opportunities to influence policing priorities and objectives due to national or regional policy-making, these administrations nonetheless are instrumental in building wider networks to inform policing, and engaging local communities in order to allow for a channelling of policing resources where they are most needed.

All measures should be carried out in a rights-based approach, meaning the respect for human rights and the rule of law. Across the world, adopting community and problem-oriented policing have become important methods to strengthen relationships of law enforcement with communities and address crime, disorderly behaviour and other circumstances that contribute to fear and insecurity in urban neighbourhoods.
Local governments have a range of tools and means to connect with communities, including modern ways of communication that are used by groups who are inherently at risk of both victimization and offending, such as young people.

As mentioned in the Doha Declaration, States should ‘explore the potential for the use of traditional and new information and communications technologies in the development of policies and programmes to strengthen crime prevention and criminal justice, including for identifying public safety issues and fostering public participation.’ Indeed, the increasing use of new technology and the internet and related changes in communication behaviour, sharing of information can create new opportunities for offenders, and facilitate the growth of crime.

But these developments also allow for new and unprecedented opportunities to educate, inform and engage citizens in the prevention of a variety of crime types, and to provide for a fast means of communication regarding victimization and risks. In many countries across all regions of the world, either at national or local level, prevention strategies have been developed and effective and sustainable awareness raising campaigns and communication mechanisms have been created to foster civic education and engagement. It is increasingly important to think innovatively about who may be able to contribute in an effective manner, and bolster the intervention capacities of communities themselves.

**Resilience**

A very useful concept in the context of urban crime prevention is resilience as it refers to a range of activities that reduce vulnerability. City administrations are well-placed to building resilience to crime and violence of local communicates. This requires thinking innovatively about who may be able to contribute to changing behavior and bolstering the intervention capacities of communities
themselves, including drawing on the resilience and knowledge of
groups that are often excluded, such as women and young people. It
also means involving local business owners and the private sector
more broadly to support local communities in making their
environment safer and ensure that prevention initiatives are
sustainable. In closing, building resilience should be understood in
terms of risk factors and protective factors to ensure that
communities themselves are equipped with the necessary capacity
and ability to respond resiliently to crime and violence in their
immediate surroundings.

Concluding Remarks

Both the 2030 Agenda and the New Urban Agenda represent major
milestones in global action on addressing crime, violence and the
negative effects of urbanization in the context of sustainable
development. The promotion of development, the combating of
poverty and social inequality and social public policies in such areas
as education and health, together with social participation, are
indispensable and necessary for successful crime prevention and the
strengthening of security and the rule of law. An integrated approach
to sustainable development and urbanization needs to take into
consideration effective regulation, resilience and out-reach to
communities in order to meet the needs of the most vulnerable
members of society, that are more often than not at greater risk of
insecurity, injustice, crime and victimization. Such action is
paramount if we want to create inclusive cities where all feel safe,
not just those who can afford it.

The views expressed here are those of the authors and do not necessarily
reflect the official policy or position of the United Nations.
Sources

- UN General Assembly Resolution 70/1, entitled ‘Transforming our world: the 2030 Agenda for Sustainable Development’ (21 October 2015)
- See UN General Assembly Resolution 55/2, entitled ‘United Nations Millennium Declaration’ (18 September 2000)
- A/CONF.226/4* of 29 September 2016. See also https://habitat3.org/the-new-urban-agenda/ for further information
- United Nations Office on Drugs and Crime (UNODC), Global Study on Homicide (2013)
- UN Economic and Social Council Resolution 1995/99, annex
- UN Economic and Social Council Resolution 2202/13, annex
- Global Status Report on Violence Prevention
New Paths to Social Inclusion for Safer Cities


For many people a sense of safety is synonymous with a sense of home - the place where everyone is free from harm or danger. When it comes to the city concept, it comprises a mixture of different factors such as economic strength, solid and secure infrastructure, new ideas and tools, access to education, public health, culture and food.

From the broader perspective, the national security phenomenon is understood as the survival of the sovereignty, territory and physical condition of people. From the medical context, survival clearly refers to taking every action to minimize morbidity and mortality and to minimize the effect of disease on the economic, social and political stability of communities, nations and transnational organizations. The UN Security Council Resolution 1308 (2000) placed HIV/AIDS in the cross-hairs of the security debate by stating: “Stressing that the HIV/AIDS pandemic, if unchecked, may pose a risk to stability and security.”

In the last 10 years, the world has achieved very impressive results in controlling the HIV pandemic as 30 million HIV infections have been averted and new HIV infections declined by 35%. However, progress around reductions in transmission of HIV among people who inject drugs has been far slower. Explosive HIV epidemics have occurred in many countries among people who inject drugs. The high infection rates are strongly associated with unsafe injecting practices and risky sexual behaviours among people who inject drugs. The HIV prevalence among them is much higher than among
the general population. Injecting drug use has been documented in at least 158 countries, and it continues to drive the expansion of the HIV epidemic in many countries around the world. The joint UNODC/WHO/UNAIDS/World Bank estimate for the number of people who inject drugs worldwide for 2013 is 12.19 million (range: 8.48-21.46 million), and of these, about 1.65 million (range: 0.92-4.42 million) of people who inject drugs were estimated to be living with HIV worldwide in 2013. This indicates that 13.5% of people who inject drugs are HIV positive.

However, the global response to HIV has failed to achieve the Millennium Development Goal to reduce the 50% of HIV transmission among people who inject drugs by 2015. As a continuation of previous efforts, the new universal agenda known as Sustainable Development Goals (SDGs) was declared and commitment to end AIDS by 2020 and reduce number of HIV infection among people who inject drugs by 75% by 2020 was expressed.

The aim to improve the health and wellbeing of people, while prioritizing human rights, has been recognized in the Sustainable Development Goal 3: “Ensure healthy lives and promote well-being for all at all ages”. The medical model of health currently has been supplanted by the social model, where the “health” is a result of a number of socio-economic and other factors of living environment, such as income level and quality of housing, education and cultural level, the quality and availability of medical care, human right and social equity climate.

These groups of factors affect the way people live: their risk of disease, unsafe behaviour and premature death. Today, health is increasingly recognized as a major driving force and resource for
New Paths to Social Inclusion for Safer Cities

social, economic and security developments. “Healthy urban environment” is now a favourite topic not only for health officials, but for the politics involved in the city/country administration as well.

Drug use is a complex social phenomenon involving the drugs which are used, the people using them, the context in which they are acquired and used, and the social construction of drug use by society and by governments. These complex drug related issues are the concern of law enforcement authorities, public health and social institutes, population and the state in general. In turn, HIV is not related only to health issues, it relates to social justice, human rights, stigma and discrimination issues. It relates to public security and personal safety.

There are many good examples of a concerted effort by community policy makers at different levels to address the impact of drugs’ related HIV agenda by increasing or broadening the range of their responses. These responses are aimed at bridging the gap between law enforcement, health services and civil society HIV service providers so that the harm associated with drug use is reduced. Therefore, such efforts focus on collaboration, resource sharing and joint ownership. In this context, many law enforcement organizations throughout the world, especially in developed countries, have reviewed their approaches toward key groups, particularly people who inject drugs, and implement policies and programmes that support better health outcomes.

Within the limitations of city resources (human, financial, organizational) it is always rational to use pragmatically cooperative strategies rather competitive approaches. Consequently, the city’s health and security are much dependent on the strength of multi-sectoral partnership and collaboration between all relevant municipal, police, health, and civil society bodies.
In order to enhance the role of law enforcement officials in the protection and promotion of a city’s health UNODC has developed a strategy to strengthen partnerships among the law enforcement sector and other sectors, including public health, social welfare, civil society and community based organizations. The goal is to facilitate access to evidence-based harm reduction services for key populations, which in turn will help to reduce crime and increase community trust in law enforcement agencies.

Historically, law enforcement agencies have always played a critical role in the protection and maintenance of public health. The application of “police powers” is not synonymous with criminal enforcement procedures; rather, this authority establishes the means by which communities may enforce civil self-protection rules.

“Historically, law enforcement agencies have always played a critical role in [...] public health.”

There are many examples where law enforcement agencies have demonstrated strong leadership and guidance in the community in order to create a safer, healthier environment. For example, law enforcement forces have been mobilized in times of floods and other natural disasters including the spread of diseases such as SARS or bird flu. These situations do not require a traditional ‘law enforcement’ response. What is required is someone to take charge, demonstrate leadership and help make the community a safer place. This is the role often adopted by law enforcement.

While the role of the law enforcement officials in many public health issues such as preventing of and responding to road trauma is recognized and understood, the law enforcement agencies have not been sufficiently integrated into national plans and policies for HIV prevention, treatment, care and support. Therefore, the culture,
operational policies and practices of law enforcement agencies can influence the course of an HIV epidemic, either for good or ill, especially with regard to populations at particular risk for HIV infection.

Risk-taking behaviours among people who inject drugs, including injecting drug use and such as sharing of needles, syringes and other infected equipment is a significant route for the transmission of HIV and other blood-borne diseases in many countries throughout the world. In the performance of their duties, law enforcement officers frequently in contact with people who use drugs increase their potential for exposure to infection with hepatitis or HIV.

Similarly, law enforcement officers can contribute to reducing the risks for people who inject drugs to HIV, in supporting their access to HIV and harm reduction services such as needle and syringe programmes or drug dependence treatment. It is therefore important that law enforcement officers are aware of the associated health issues and that they are trained including in safe and good practice procedures when dealing with key populations, including people who use drugs.

While it has become apparent over recent years that the law enforcement approach to dealing with illicit drugs has significant impact on the health and well-being of those who choose to use them, particularly those who inject, little is understood or acknowledged about how law enforcement see the issue of harm reduction. In parallel, very little guidance is available that considers the issue from their perspective.

However, law enforcement often find themselves in a dilemma, caught between their ‘duty’ and community expectations to uphold drug laws and create ‘drug free’ communities as well as simultaneously allowing unhindered access to harm reduction programs such as needle and syringes programmes. It is within this
context that the law enforcement role has been identified as either a facilitator or barrier to the effective control of HIV. Currently, law enforcement agencies are seen as essential partners in and can have significant impact on preventing the spread of HIV amongst people who inject drugs through the provision of harm reduction services.

UNODC is the convening organization for HIV prevention, treatment, care and support among people who use drugs and those living and working in prisons within the United Nations Joint Programme on AIDS (UNAIDS). It collaborates with national and international partners, including civil society and other UNAIDS Co-sponsors, to assist countries in developing and implementing interventions designed to guarantee that these vulnerable and often very diverse populations can access a comprehensive package of evidence-based HIV services. UNODC assists countries to review and develop laws, policies and standards of care that enable them to put in place effective services for people who inject drugs.

“[…] UNODC is committed to enhance the role of police as public health leaders […]”

UNODC is uniquely positioned globally to create the multidisciplinary partnerships between health authorities, drug authorities, justice departments, law enforcement agencies, community service organisations, and community representatives, necessary to end the HIV epidemic. As part of its mandate, UNODC is committed to enhance the role of police as public health leaders and therefore is committed to working with the cities’ police forces, training academies and senior officials to embark on a long term strategy of improving relationships between police, health and key populations.
For the last three years, UNODC conducted workshops on “Enhancing Partnerships between Law Enforcement and Civil Society Organizations in the context of Drug Use and HIV” in 51 cities from 21 countries. The purpose of the workshop is to sensitise law enforcement officials about harm reduction services, and build capacity of the CSOs to advocate with law enforcement agencies to ensure greater access of people who inject drugs to harm reduction services. Such activity could be extended to include all key populations.

To help with development of critical partnership, UNODC extends its assistance to countries to build law enforcement bodies that are knowledgeable, responsive and willing to become agents of change and cohesion in the community.

In 2014, UNODC developed a Training Manual for law enforcement officials on HIV services for PWID. The Manual was developed for police academies to assist LE officials and other uniformed services to build their capacity and to enhance their role as part of a national multi-sectoral and sustainable HIV response. The manual, with its simple modular structure, is meant to support police academies in the design, tailoring and delivery of training curriculum – resulting in law enforcement officials, at all levels, to be better informed and equipped to grasp the unique opportunities their work represents in reaching out to people who inject drugs whom they interact with on a daily basis.

At the same time, UNODC will build capacity of CSOs to advocate with LEA to ensure greater access of PWID to HIV services. Therefore, UNODC developed a practical guide for CSO harm reduction services providers on how to improve working relationships and collaboration with police services. The guide is designed to provide representatives from CSOs and other agencies some insights into working with police and places the user in the role of the advocate.
New Paths to Social Inclusion for Safer Cities

The revision of public health and security architecture as well as of the relationships between law enforcement and civil society will enable maximizing both the available resources employment and responsibility sharing to deliver enhanced city’s safe model.

Sources

- UNODC (2015), World Drug Report, United Nations Office on Drugs and Crime, Vienna, Austria
- Jorge E. Galva, JD, MHA,a,b Christopher Atchison, MPA,a and Samuel Levey, PhD, S Ma. Public Health Strategy and the Police Powers of the State. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2569983/
By 2030, 50 percent of the world’s population – 5 billion people will live in cities. Therefore, when we are talking about the UN’s sustainable development goals we are actually talking about urban environments. Goal 11 of the 2030 Agenda to make cities and human settlements inclusive, safe, resilient, and sustainable has ten targets. The third target, after ensuring affordable housing and basic services, is to enhance inclusive and sustainable urbanisation and “capacity for participatory, integrated and sustainable human settlement planning“ in all countries.

“The Right to the City“ was developed almost hundred years ago by the Chicago School of Urban Sociologists. They argued that a city was more than the agglomeration of
hospitals, schools, parks, police stations, courthouses, shops, highways, and other infrastructure but also comprised the “spirit of the city“ - its cosmopolitan openness, tolerance of newcomers, place of enlightened policies, great literature, music, scientific discoveries, liberal values.

This right to the city also included the right to participate in the creation or re-creation of the urban environment - the right to “change it after our heart’s desire“. Of course, the city also has more crime than rural communities and often more pockets of persistent poverty and delinquency. Nonetheless cities continue to draw millions of poor but eager migrants seeking a better life. To manage this tsunami of migrants and still ensure a respect for the law, while respecting the culture, religion and the traditions of the newcomers is the great challenge.

A World Charter for the Right to the City movement started in 1992, originating from grassroots initiatives rather than a regional or international organisation. In 2004, UNESCO and UN-HABITAT elaborated the “World Charter for the Right to the City“ in Quito, Ecuador. This has been ratified by over 350 cities in 21 countries.

“Vienna officially became a ‘Human Rights City’ in 2012.”

Since 2005, UNESCO and Habitat have undertaken a series of actions on the question of urban, citizenship and the right to the city – who is allowed to participate in the planning of a city. In 2005, these organisations initiated a project on “Urban Policies and the Right to the City: Rights, Responsibilities and Citizenship“. In 2010, HABITAT’s report on the State of the World’s Cities stressed the importance of taking forward the right of the city as a vehicle for social inclusion.
The European Charter for the Safeguarding of Human Rights in the City (2000) was the result of the Barcelona Conference “Cities for Human Rights” held to commemorate the 50th anniversary of the Universal Declaration of Human Rights. Every two years a conference has been organised to exchange information and progress made in the signatory cities; they are now more than 450. Vienna officially became a „Human Rights City“ in 2012. The Commonwealth Principles on Good Practice for Local Democracy and Good Governance (elaborated in 2005) set standards for the 53 Commonwealth nations.

Who gets to participate in the planning of the city?

Obviously, developers and businessmen who are ready to invest large sums to improve the infrastructure have an inordinate influence on the areas of growth in a city. But to control the economic and spacial planning of the urban environment, most cities have municipal governments elected by the people (in many countries, non-citizens are allowed to participate in local elections) and have municipal planning boards, which are to take into account the needs of all inhabitants. The major problem is that in most countries, cities have few fund-raising mechanisms and major budget decision making resides in the federal government (which has other priorities for the military or prestige projects).

The Right of Migrants

UNESCO and HABITAT say that the biggest challenge is the inclusion of the rural-to-urban and foreign migrants into the prosperous mainstream of urban society. While migrants provide a low cost flexible workforce for the urban informal service economy and contribute directly to the construction of the modern city, they often work in poor conditions, without social security and health benefits, and without legal protection. UNESCO and HABITAT
insist that the basic human rights (food, housing, education, health, work and local democracy) should be enjoyed by all migrants.

Accordingly, urban planners and policymakers, government employees, including the police, should devise creative ways of including new migrants in the city, recognise their contribution, and help reverse the negative portrayal of immigrants that often exists. It is recommended that careful analyses of the various ethnic, cultural, and religious communities in a city be undertaken, their problems, potential conflicts with other groups, and special requests. Of course, in practice, it may be difficult to determine who is entitled to speak on behalf of a minority – however, non-violent political activism should be encouraged at all levels – at the school district, sub-district, and in municipal departments.

The Council of Europe has issued a “European Manifesto for Multiple Cultural Affiliation“ to facilitate peaceful coexistence and mutual understanding between cultural groups with a view to resolution and prevention of conflicts.

In addition to direct citizen involvement in democratic institutions, the recruitment of bilingual and bi-cultural facilitators, and production of information materials on rights and responsibilities in many languages, UNESCO and UN-HABITAT have identified “eight key principles for success“:

1. protect and promote the rights of migrants
2. provide access to services and ensure equal opportunities for all
3. promote participation of all communities
4. celebrate cultural diversity as a source of exchange and dialogue
5. foster tolerance and fight against discrimination and racism
6. mitigate ethnic, cultural, religious tensions and conflicts of interest within urban communities
7. foster social cohesion and shared belonging
8. urban planning toward cities as common goods

“Estimated 150,000 march in Vienna in solidarity with asylum seekers”, © Kim Traill, 4 October 2015, http://www.abc.net.au

Hate crimes and physical attacks on migrants or vulnerable communities must be swiftly dealt with. Neither can urban crime, “no-go“ areas, open drug dealing, harassment of women, girls, and the elderly be tolerated. However, “law and order“ suppression tactics can usually only bring temporary solutions. Community policing (positive relationships with the local community, shopkeepers, social workers, and schools) has proven much more effective.

Women experience cities differently than men

Women because of their status within society and the roles which they are expected to play have different priorities. Women in many cities confront sexual harassment (touching, cat calls, ogling rude comments, following, stalking, groping in crowded transport) or worse, threat of sexual violence (rape, kidnapping, torture) daily.

In Dhaka, Bangladesh in a recent survey, 76 percent of women respondents said that they had endured physical or sexual abuse during the past 12 months with 43 percent having suffered both. In
New Delhi, 92 percent of women experienced sexual violence in public spaces. In Quito, Ecuador, 68 percent experienced sexual harassment or sexual violence in the past year. In Port Moresby, Papua New Guinea, 55 percent experienced sexual violence while visiting marketplaces in the previous year.

Women also experience the same urban areas in a different way than men - at a different time of day, after dark with poor street lighting, empty street corners, dirty or no toilets, or the absence of shops or policemen (or noisy pubs or corrupt police) can make women nervous.

Impunity for violence against women

Particular groups of women are more vulnerable than others – street vendors, the homeless, sex workers, domestic workers (running errands for the household, dropping off children), unprotected elderly women and widows, factory workers or office workers returning home in the evening. The worst thing is that their complaints are not taken seriously by the police and no perpetrator is ever arrested.

UN-WOMEN has declared that a safe city for women and girls is „a city where women and girls can enjoy public spaces and public life without fear of being assaulted in either the home or the street; a city where the state and local government take actions to provide attention, prevention and punishment for violence against women and girls; where the state and local government guarantee women’s access to justice; where women and girls participate in making decisions that affect the community in which they live; where women are not discriminated against and where their economic, political and cultural rights are guaranteed; where the state guarantees the human rights of all people without excluding women and girls“.
New Paths to Social Inclusion for Safer Cities

Girls as city planners

UN HABITAT has pioneered the use of rapid situational assessments to provide snapshots of the situation of the most vulnerable groups in a city, adolescent girls, in order to inform future programming. Girls are asked to show the spaces they use, the routes they take, and how they feel along the way (e.g. a girl may say that she „never“ feels safe when using public transport). The girls identify the priority issues they would like to see addressed and offer recommendations for making their communities safer and more inclusive.

“The issue of street lighting was an important factor in how safe girls feel.”

These assessments have now been conducted in major cities on all continents. It is interesting that the results of these surveys were remarkably similar in terms of experiences of insecurity, sexual harassment, and feelings of exclusion. The issue of street lighting was an important factor in how safe girls feel (they usually avoided unlit streets at night and areas where gangs congregated).

Sometimes, the use of public parks changes in 24 hour day. Public transportation in all cities was a large concern for all girls in the surveys. Sexual harassment, groping and theft were common complaints, as was the general inaction of other passengers who witnessed such acts. Moreover, the girls felt that the police were unresponsive to their problems, untrustworthy or located too far away to respond in a timely manners. Girls stressed that public toilets were scarce or poorly maintained, forcing them to use open spaces, putting them at risk of sexual harassment and assault. Lack of signage, poor drainage systems, and piles of garbage in the street also hindered their direct walking routes.
New Paths to Social Inclusion for Safer Cities

Mobile phones as planning instruments

Local authorities are now partnering with women and girls in their communities to map with mobile safety risk apps such as defective infrastructure, obstructed walking routes, and deficient lighting. Through „smart policing“, taking into account the fears of girls and women, and improving infrastructure, including making transportation services safe, “the right to a safe city“ can be guaranteed for all.

“The city of Vienna, Austria has been a pioneer in its efforts to make urban planning more gender inclusive.”

The city of Vienna, Austria has been a pioneer in its efforts to make urban planning more gender inclusive. Improvements range from additional installed lights, more frequent police patrols, video cameras, hot lines, safer underground car parking to more sport-specific public parks and an innovative apartment complex built to serve the unique needs of working women by providing late hour shops and services in one well lit area.

What does the ideal city look like from a women‘s perspective?

The most commonly recurring elements taken from women’s surveys carried out in Cairo, Delhi, Hanoi, Kampala and Lima are:

1. Emergency Services: hospitals, health centres and clinics; good security in the area; many police stations, female police officers
2. Basic Services: public toilets, clean water made available through public taps; electricity
3. Spaces for Play and Leisure: clean parks with trees, flower gardens, playgrounds, benches
4. Cultural Space: libraries, movie theatres, bookstores, picnic grounds, swimming pools
5. Road Infrastructure: traffic lights, uncluttered sidewalks, zebra crossings, flyovers
6. Markets and Shopping areas: reasonable prices for poor people
7. Nearby Schools: a school system for all levels in their area
8. Transit Routes: nearby bus stations in their communities
9. Cleanliness: clean public areas, rubbish removal, waste bins at every corner
10. Housing: organised with planned roads, proper lighting, green areas
11. Religious Institutions: temples, mosques, and churches

The responsibility of men

In addition to the necessary infrastructure and services to be provided, significant attitudinal and behavioural changes are needed on the part of men and boys. Young men and boys must be sensitised in schools from early on to respect girls. First responders must be trained to treat victims with sensitivity. Political, religious, and community leaders must re-enforce the notion of equal freedoms and that all forms of violence will be penalised.

Some women are particularly vulnerable to abuse, the elderly or widows, refugees or migrants in irregular situations, indigenous or minorities, lower castes, women with disabilities, and the poor. Runaways, girls without parental supervision, underage females living on their own in precarious situations are particularly vulnerable to sexual exploitation, drugs, and gangs.

Because of economic disparities, some of these forms of violence can be considered structural violence arising from different pay and
gender stereotypes. Some forms of traditional harmful practices (female genital mutilation), child marriages, forced marriages, domestic violence, and control over women are actually illegal but culturally accepted.

**Femicide – Extreme forms of violence against women**

In many countries, women are killed simply because they are women. - “Honour Killings“, acid attacks, dowry murders, burning of widows, foeticide of girls, the fatal neglect of female infants, murder of women due accusations of witchcraft, killing of transgender women, or the demonstrative death of women simply to show that a gang is in control of a certain territory.

Although most women are killed in partner violence, other women are stalked and killed by strangers or targeted in war. Women can be innocently killed in a crime ridden neighbourhood, gang wars, violence against an enemy ethnic community or in a riot, but often women are tortured and raped by their captors, even by law enforcement officials. In most cases, there is rarely a prosecution and punishment.


In 2013, the United Nations General Assembly adopted a resolution “Taking Action Against Gender related killing of women and girls“ (A/RES/68/191) initiated by the UN Commission on Crime Prevention and Criminal Justice, stressing that States have the obligation to prevent and investigate acts of violence against women and girls, punish perpetrators, eliminate impunity, and provide protection and practical support to the victims.
New Paths to Social Inclusion for Safer Cities

The resolution urged Member States to adopt preventive measures, including enactment of legislation, strengthen the criminal justice response, end impunity by ensuring accountability, and address the problem of underreporting. It also recommended reparation and compensation to the victims and their families.

The responsibilities of municipalities

As more than half of all women and girls will be living in urban environments, it will be the responsibility of the mayor, city councils, town planners, schools, and police to create a secure environment for women to move about freely and pursue their careers and personal wishes in safety. However, it is also up to citizens to demand the things which have been articulated by women. Some of the things demanded are not expensive – attitudes of inclusion, openness, promotion of multiculturalism, equality, lawfulness, and dialogue can define a city as much as towering buildings. As Lefebvre said it is the “spirit of city“ which is central to its prosperity, smooth functioning, social cohesion, and happiness of its citizens.

This can be accomplished by sports teams, orchestras, recreational facilities, good schools, and festivals for all to enjoy. Committed municipal employees but also religious and community leaders have great responsibilities to create the “open city“ we would wish for. However, every resident has his/her role to play in creating an environment for everyone to be glad they live in the city they were born or have moved to.
New Paths to Social Inclusion for Safer Cities

“MAKING OUR CITIES SMART”

DI DR. KARIN STIELDORF
Associate Professor
Department of Architecture and Design
University of Technology, Vienna

How we live and where we live has an undeniably great influence on our quality of life. According to a general scientific view, quality of life is a multidimensional construct that cannot be detected directly, but can only be represented in its sub-areas via indicators. The definition of the WHO is: "Quality of life is the subjective perception of persons about their position in life in relation to culture and the value systems in which they live and in relation to their goals, expectations, standards and concerns." Nevertheless contentedness and happiness are generally seen as relevant criteria for a good life.

If these aspects are not fulfilled or possible to achieve, this may not only mean lack of comfort, neighbourhood conflicts, but also a bad life as a whole, a life that you would like to escape if there is no way to improve it.

As we spend a large part of our lives in buildings it is obvious to look more closely at buildings. What significance do buildings, building ensembles and entire cities have on the quality of life of people and how can they help to ensure a good life and coexistence in them?

Sustainable buildings and design

In general, we can say that functional and well designed / beautiful buildings that offer good comfort and are beneficial to health, contribute to making us feel comfortable. If they also meet the requirements of sustainability, there is great hope that our children will also like to stay there. Thus the buildings will have a long life -
for the ecologic benefit of all. The following picture shows the main criteria used for measuring and assessing the quality of buildings.

Examples for comfort criteria

Radiation asymmetry of bad insulated rooms frequently causes dissatisfaction by draught (PPD –dissatisfaction rate, predicted percentage of dissatisfied inhabitants)

In hot periods in summer, cool interiors is an effective means of preventing unwanted /stressful or dangerous thermal load on the Inhabitants.

Appropriate ventilation should meet somato-hygienic as well as psycho-hygienic requirements of Inhabitants. Noise control starts with the selection of the appropriate acoustic category for the area,
New Paths to Social Inclusion for Safer Cities

referring to the structural sound insulation of components and technical building facilities in accordance with living and working areas.

Noise prevents from recovery by restful sleep, lowering thresholds and destroying neighbouring peace.

Yet there are different opinions as to the areas of quality of life. According to a fundamental WHO definition, the quality of life, based on “health”, is the physical, psychological and social well-being of an individual. However, quality of life encompasses less the objective availability of material and immaterial things, but the degree to which a desired state of physical, psychological and social well-being is actually achieved.

“Without a doubt, it is almost as important for a good living together that the neighbourhood succeeds.

Here too, architects with well-considered settlement structures can contribute a great deal:

- Communication zones in building ensembles, where people can meet (or eat together)
- Green spaces for children and young people
- A good mix of age groups and income classes, as well as of living and working will create a lively and open ambience – “a new neighbourhood” will grow, that is socially attractive and safe

Smart Cities

For several years, the city as a whole structure has been the centre of research in the field of sustainability. Big research initiatives started e.g. at the Vienna University of Technology (and further European and international research institutes) to investigate how cities and its
governments should develop and made “fit” to be able to offer better living, better chances for economy (companies and employees), new traffic structures for a healthier life in town and finally a better treatment of nature and environment.

Vienna shortly has proclaimed an international building exhibition and is thus faced with the task of finding pioneering solutions and approaches to the challenges of our time. The focus is on social sustainable living. Standards are to be examined, everyday patterns of action and forces are questioned and urban, housing, social policy instruments and strategies are linked.

The aim of the IBA Talks (IBA – Internationale Bauausstellung) is the discussion of concrete, themed or room-related questions to the International Building Exhibition in Vienna (IBA), which are of relevance for the further development of the city and urban life.

Within the scope of the IBA Talks, the final lecture “Mixture: Possible!” focussed on the positive effects of a mixture of people, of ages, of uses and corresponding technological solutions for building structures.
New Paths to Social Inclusion for Safer Cities

The indicators for smart cities are furthermore also used for ratings:

In the following 3 case studies in the field of urban and regional development will be presented to highlight the intended effects of exemplary activities in this area.
New Paths to Social Inclusion for Safer Cities

Smart City Ebreichsdorf

The future Smart City Ebreichsdorf (SMCE) is a fast growing municipality in the area of the metropolitan region of Vienna, Lower Austria and Burgenland. The expansion to a double track railroad of the „Pottendorfer Bahnlinie“ and the thereby even better connection to Ebreichsdorf will strengthen this growing process even more. A new train station is built, located on a greenfield site, between the city districts Ebreichsdorf and Unterwaltersdorf. The existing railway track is going to be abandoned. In spatial planning the goal is to locate future growth in the area of the new train station.

Action options, how such an innovative growth process around the railway station could be formed, are absent up to now. The state of Lower Austria and the city Ebreichsdorf are aware of this problem. So the idea of planning and implementing a „Smart City“ or a „Smart Urban Region“ at this certain area has moved into focus of considerations. An urban transformation towards a future smart city is necessary. Conspicuous in the present discussion is, that it orientates on questions about the “feasible“ not making questions about the “imaginable” or “possible” subject of discussion.

SMCE develops action dimensions for four thematic main points: planning und processes, train station, quarter, energy and resources. They are the basis for a following execution in a concrete city development project. The research results can be used directly in the Testbed Ebreichsdorf.

Furthermore, some of the results may be repeatable in similar projects in Austria, but also on the international level. The gained knowledge shall stimulate learning processes in politics, the planning administration and the scientific community as well as a concrete realisation of the Smart City Demo Projects in Ebreichsdorf.
Four scenarios were identified and show how the area between the two existing parts of Ebreichsdorf could develop:
- a new center
- full power in the refurbishment of Ebreichsdorf and Unterwaltersdorf
- shaping clear borders for both settlements
- developing a bridge from Ebreichsdorf to Unterwaltersdorf
Pict.: developing a bridge between Ebreichsdorf and Unterwaltersdorf (Koeberle/Strake)
New Paths to Social Inclusion for Safer Cities
New Paths to Social Inclusion for Safer Cities

Smart City Demo

Eco-social housing is facing rising costs and regulatory requirements on the one hand as well as declining resources on the other hand. However, in times of global change, urbanization and changing work environments there is also an increased need for affordable housing and a stronger desire for participation. Therefore a toolkit for self-builders ("Make your City (Smart)", TU Vienna team) has been developed which illustrates a range of inclusive DIY methods and typologies. Thereby Smart Citizens are empowered to participate in design, construction and maintenance of buildings and cities and are enabled to intervene in their cities development.

This demo project aims to develop a multi-storey wooden lightweight construction prototype which is modular and therefore easy to set up and take down again even by self-builders. The prototype - with a floor area of approximately 100 m² - is designed and built sustainably and its scalability is scheduled for multi-storey residential building. As part of the "Smarter Citizens Building Tour 2018" it will be presented at four Smart City sites in Austria so that its ecological construction and functioning, its DIY capability and its flexible usability can be experienced by a wide audience.
stage of development of the construction system. Consequentially the prototype should serve as the first step for a subsequent lead project in which the singular DIY-modules are installed in a specially designed multi-storey building or re-used in the renovation of an existing residential building.

New neighbourhoods (design course at TU Vienna in SS 2016)

In the coming years, the stream of people who seek a better life in Austria / Europe, will not tear down. Hundreds of thousands of war-ridden, suffering people will take great exertions and make the dangerous journey through Turkey, Greece, the Eastern European countries to Austria, Germany or Scandinavia. Appropriate housing and employment are of key importance for the construction of a new life in peace and integration in the new country.

The topic of the design studio was residential buildings in prefabricated construction (timber construction or other prefabricated components) that could adapt to different family sizes. In addition, they should meet the requirements of sustainable construction as temporaries all too often have a surprisingly long period of use. This is why ecological and sociological quality was not to be waived. The use of renewable raw materials (like wood), energy efficient construction, as well as necessary and beneficial measures in planning mean an enormous effort for the new home countries and therefore must be financially viable. For the land made available by the town of Vienna, ensembles had to be planned that fulfilled this broad range of requirements.

The following was asked for: an integral design of an urban residential ensemble for primary use by refugees and the development of resilient living concepts for the needs that arise in the current temporary accommodation. All guidelines of sustainable construction had to be regarded as well: energy efficiency, ecological and economic sufficiency, compliance and integration into the
environment, high, but acceptable density, communication areas, comfort, accessibility, use of renewable resources, supply from renewable energy, life cycle of the buildings, dismantling/deconstruction and re-use.

PART II

Global Citizen Education as a Multicultural Tool for Peaceful and Inclusive Cities

FLTR: Dr. jur. habil Slawomir Redo, Vdn Dipl.-Päd Doris Berki Uhrli, Dr. Amer Albayati, Mr. Peter Zoehrer, Prof. Dr. Rita Haverkamp, Mag. Hannes Kolar
One of the most impressive teacher-assistance institutions in Austria is the Zentrum “POLIS” (Politik Lernen in der Schule / Citizenship Education in Schools) of the Ministry of Education and Women’s Affairs. POLIS promotes practical projects for students on global citizenship, human rights, democratic values, tolerance, respect for others, environmental concerns, sustainable development, and consumer awareness. It has a comprehensive online information platform with teaching suggestions, lesson plans, and a best practices archive; new thematic publications are produced each year on topics such as poverty across Europe, social exclusion of minorities, violence in schools, treatment of Roma, respect for women and girls, children’s rights, voting at 16, youth empowerment and political action. ([http://www.polistische-bildung.at](http://www.polistische-bildung.at))

Each year, POLIS coordinates political action days throughout Austria, implementing more than 100 events, projects, and activities for teachers and students. However, many are also aimed at the broader public and at raising awareness about contemporary issues. These include public round-table discussions with politicians, where students can present their own research projects and ideas. ([www.aktionstage.politische-bildung.at](http://www.aktionstage.politische-bildung.at))

The subject of citizenship education is given different priority in different types of schools in Austria. In vocational colleges, it is taught as a subject in its own right. In every other type of school, it is offered from grade 8 combined with another subject – history,
New Paths to Social Inclusion for Safer Cities

contemporary history, law or economics. However, citizenship education is defined as an educational principle for all types of schools. This means that every teacher can be called upon to teach citizenship education, even at the primary level. For this reason, POLIS strives to develop activities for every age level (www.politik-lernen.at/pb_lehrplaene).

POLIS offers workshops and seminars for teachers at teacher training universities throughout the country and as part of in-service training. These can last from two hours to two days. Since 2007 Austrian schools have participated in the German Competition for Civic Education, organized by the German Federal Agency for Civic Education. POLIS also seeks to identify contact teachers for citizenship education. It has an active information platform for networking events.

„[...] POLIS supports skills-oriented teaching.“

In addition to awareness raising about certain topics, POLIS supports skills-oriented teaching. Thus, not only is the acquisition of the broadest possible range of knowledge important (and how to obtain diverse information about topics) but the students are also encouraged to THINK ABOUT and HOW to deal with political themes. The aim is to develop a political maturity (which enables integration into the political life without third-party guidance) and the ability to stand up for one’s beliefs and be perceived as a responsible voter.

POLIS is connected to similar European institutions through the DARE network - Democracy and Human Rights Education in Adult Learning (www.dare-network.eu). Other important partners are the Association of Citizenship Education (www.igpb.at), Dictionary of Politics for Young People (www.politik-lexikon.at), National Socialism and the Holocaust Memory and Present (www.errinern.at),
Ludwig Boltzman Institute of Human Rights, and Documentation Centre of the the Resistance. POLIS also provides links to UNHCR, UNICEF, EU, and the Fundamental Rights websites.

**Flight and Asylum**

A recent example of an excellent teaching tool was the 2015 publication “Flight and Asylum” (Flucht und Asyl). This opens with the UNHCR estimate of refugees daily taking flight and seeking refuge (42,500), the UN definition of a refugee, as well as the right to a fair asylum procedure, non-refoulement, and international protection. It next defines the challenges for Austria: the administrative processing of 95,000 applications, finding shelter and food for an even larger number, as well as the integration of recognized refugees into the educational (learning German), social assistance and employment systems. Links to non-governmental agencies are provided as well as to government agencies. The guidance note next raises the practical problems of refugee youth and their right to education, and provides a list of service providers.

The student exercises proposed by POLIS suggest some role playing by different types of refugees (centering on reasons for flight, nationality and the likely treatment by the government asylum and assistance agencies). The study guide provides DVDs depicting actual situations of young refugees, “Imagine a day in a refugee camp”, and a reality game “Last Exit”. There are links to historical situations where Austrians had to flee their country and periods when Austrian generously accepted refugees from other countries. The publication provides plenty to think about.

**Social Exclusion: Focus on the ROMA**

Another theme which has been updated twice is the treatment of Roma and Sinti in Austria. This is a very critical review of the discrimination, impoverishment, and genocide of this ethic group
beginning with the history of their migration from India to Central Europe, settlement in Hungary and Burgenland in 15th century, and their almost total annihilation by the Nazi regime. During their five-hundred-year history in Austria, they have been driven to the margins of society, sometimes tolerated, while at other times being the subject of a forced assimilation policy under the Habsburgs. The Nazis eradicated 90% of the Roma population, but even after World War II, the ghettoization and exclusion of these people continued. Stigmatization, unemployment, poor housing and destruction of family structures marked the situation of Roma until 1993 when a bomb exploded in a Roma community. This outrageous act eventually led to the recognition of Roma as an autonomous ethnic community and promotion of their language, music, and self-identity.

At the same time initiatives against social exclusion, poverty alleviation (10% of Austrians are estimated to be “at risk”) and special youth projects were launched. POLIS fostered “Schools without Racism” in collaboration with the organization Youth against Violence, workshops together with ZARA (Zivilcourage und Anti-Rassismus-Arbeit), and produced publications on poverty with Young Caritas. A discussion game about who is poor and who is rich is available from POLIS (service@politis-lernen.at). POLIS has also listed all the Roma associations in Austria, sensitized teachers and students to the differences between Roma and Sinti groups, and launched a “PraxisBoerse” with ideas how to deal with daily expressions of discrimination. Tips for links to Roma associations, literature, exhibitions, and how to celebrate the International Roma Day are also provided in the publication (www.politik-lernen.at/polis aktuell, July 2013)

Transcultural and Intercultural Learning

“Intercultural Learning” is a fundamental principle of education in Austria. This means “contributing to mutual understanding, a reco-
gnition of differences and commonalities, and the reduction of prejudices”. It entails empathy and the ability to change perspectives (a tolerance for ambiguity) and communication facilities (to differentiate, contextualize, and self-reflect on one’s own position) and also the recognition that the “other” may have several identities.

This publication encourages students to describe themselves and also to see the diversity in the classroom as a resource for learning about different cultures, religion, geography, history. Exercises to get to know the personal interests and priorities of individual students can lead to class cohesion, brainstorming, joint projects, and breaking down of prejudices. Teachers also need to become aware of the trauma, self-doubt and discrimination that students face, particularly those who have a migration background or fled war or persecution. POLIS suggests websites for intercultural mentoring, for special sensitivity to asylum-seeking students, German as a second language and links to integration organizations with practical experience.

„Bullying is not easy to control, particularly among teenagers.“

Language and Politics

A related topic of concern is “the power of language”. Schoolyard conversations can be very hurtful - even if not deliberately directed against certain classmates. Bullying is not easy to control, particularly among teenagers. But while multilingualism and a good knowledge of German are, of course, to be valued, dominant youth cultures should not be allowed to intimidate minorities. Austria, because of its Nazi past, is particularly sensitive to hate speech. Defamation of persons because of their skin color, language, country of origin, religion, sexual orientation, or a handicap is not protected by freedom of speech and is illegal. POLIS supports the NO HATE SPEECH MOVEMENT (www.nohatespeechmovement.org) and has devoted an entire issue to ideas to combat hate speech (www.politik-
New Paths to Social Inclusion for Safer Cities

lernen.at/100 Ideen). POLIS has devoted another issue to “Mobbing in the school” (revised 2014).

In November 2016 POLIS provided a list of resources to combat online hate posting prepared by the Fundamental Rights Agency (Jewish people’s experience), Council of Europe (a manual for combating hate speech online), the Initiative for Zivilcourage (Information package for counter arguments), International Network Against Cyber Hate (www.zara.or.at, 2016 Refugee Report), the Austrian Parliament (the Greenbook Digitale Courage), the London Institute for Strategic Dialogue (the Counter-Narrative Handbook), the Sir Peter Ustinov Institute to combat Prejudice (teaching in primary schools) as well as references to promising practices in Germany and Netherlands.

Violence against Women, Forced Marriage, FGM

POLIS was among the first institutions to speak openly about violence against women and children (2010), human trafficking (2010), Genital Mutilation (2010, revised 2016), women’s rights are human rights (2014) and forced marriage (2016). POLIS has developed teacher’s guides with explicit information about some of the most horrific practices of discrimination, violence, and what can be done to prevent and prosecute these crimes against girls. There are also guides for working with boys, children in conflict with the law, drug users, and HIV/AIDS.

European and International Issues

POLIS places great value on developing a European identity (Auf dem Weg zu einer europäischen Identitaet), political engagement (Freiwilliges politisches Engagement), involvement in European issues (“Unser Europa-Mitbestimmen und Mitgestalten”), Direct Democracy, Democracy in the School, problem resolution learning, European elections, human rights, and the rule of law. Discussion
New Paths to Social Inclusion for Safer Cities

guides on specific issues such as atomic energy pros and cons; the financial crisis, corruption, the media and war, “money rules the world”, lifestyles and consumption, alternative economies poverty, work, child labor, torture, protest, right to food and water, art and politics, sport and politics, are to expose even the youngest students to contemporary issues. Often references to the United Nations or Council of Europe documents are provided as well as these organizations’ own efforts to communicate to young people.

POLIS recommends that schools take advantage of the UN or European official days to highlight an issue. Each year, usually in April or May, POLIS promotes “Aktionstage” which includes workshops, projects in schools, exhibitions, films, plays, radio broadcasts, student publications, and Internet actions in schools, teachers’ colleges organized together with museums, movie theatres, NGOs and youth organizations. Individual teachers or students can organize their own event and post it on the online calendar.

In addition to the websites, there is a very committed team of specialists who provide direct reposes to classroom teachers and groups of students wishing to undertake specific projects. The office is located close to the University on Helferstorgerstrasse 5 in the first district of Vienna, telephone 42 77-274 44, email, service@politik-lernen.
Ladies and gentlemen, guests of honour,

It is a big pleasure for me as the headmistress of the European Primary School to present you our school. The European primary School Goldschlagstraße 14-16, at the 15th district of Vienna is a public primary School. It is situated in a limited traffic zone within walking distance to Westbahnhof, an important hub of the Viennese public transport system.

The concept of this school aims to provide children, who often grow up multilingual, with a good basic education for their future - in Austria, in Europe or wherever their way may lead them. But it also aims to contribute to society. The development of our society depends on the character building of each individual and that’s the point where we get involved, to finally realise and live diversity as a chance and normality.

Several Projects of The European Primary School are academically conducted. Focus of one study is the linkage between kinder garden and primary school, relating to multilingualism. In another academic project we are going to examine the value of language in the children’s lives two to three years after they left our school- relating to their further education and their spare time.

The children are involved in these scientific projects, doing interviews and collaborating in the work and methods. Our fourth grade students are confronted with peace education and lived democracy going beyond „majority decision thinking“. They also get
in touch with democracy as a way to find a joint solution, to work together and to take minorities into account. EU Parliamentarians come to visit us and play with the children EU parliamentary sessions on issues the children know from their lives. That’s how the children get to experience politics and gain valuable insights into this system.

"EU Parliamentarians come to visit us and play with the children EU parliamentary sessions [...]"

The European Primary School has been honoured several times. Within the last year we were honoured with international and national awards for our pan-European activities and we were appointed as a „Place of Respect“. According to quality-assurance examinations (German and Maths) that every Viennese school has to participate in, we not only meet expectations but exceed them by far. Especially when it comes to the fields of communication, speaking, listening and observation of language.

If I had to describe our children, I would say that after four to five years at the EPS they are open minded, curious, solution-oriented human beings with an appreciative attitude.

Our school, unique in its form in Vienna, is characterised by a four pillar model Europe – Languages – Diversity – Health.

Europe

Starting with the individual roots of each child we explore the European surrounding. In our subject “European Studies” the children get to know civilised language, folkways and applied geography of the European region. It’s not only part of this project to
teach a cultural unit but to spark the children’s interest in differences and to let them experience cultural diversity as something precious.

Therefore Europe is in focus even in other subjects such as Sachunterricht (which stands for a subject which combines history, geography and science), physical education, music and art. Starting with the second grade in these subjects the language of instruction is English. As we are part of the eTwinning Community, one of Europe’s most interesting study groups, we communicate, cooperate and create projects with partner-schools. Our project from 2016 “Schön, dass Du da bist” trans. “good that you are here” was even awarded with an eTwinning prize!

For the next three years we are part of an EU project, a cross-border cooperation with our neighbouring countries Czech Republic, Slovakia, Hungary and the Kinder gardens of the “Wiener Kinderfreunde” trans. “Viennese children’s friends”.

Languages

Monolingualism is easy to cure! Multilingualism is the normal situation – especially in Vienna there never was a mono-linguistic society. It was an idea of the 1960ies, 1970ies that tried to make it
plausible that all inhabitants of the city speak German as their one and only language.

To learn a language is part of our student’s every day life. It happens constantly and is part of their every-day life. We accompany the children to enter a world of new culture groups without fear but with curiosity and enable them to gain positive experiences with other cultures. To experience the process of learning a new language from an early age on encourages their self-confidence and helps them to encounter and acquire foreign languages in the future without any fear.

“Monolingualism is easy to cure!”

Cross-Cultural learning doesn’t only aim to help getting to know other cultures. It’s much more a way to learn, experience, understand and actively participate in cultural merits. Multilingual children gain knowledge about their native language at our school.

They are also supported intensively to quickly gain good knowledge of the German language, so they can follow soon the everyday teaching at school easily. The basic condition to achieve the maximum for each child is a good cooperation of teachers, native speakers and parents. Good parental work therefore is essential.

At our school the cornerstones of language can be divided in to three groups:

1. First language education

The knowledge of everyone’s own first language and also to experience and feel its value is the basis for a healthy personal development. We provide inclusive and parallel education of many
native languages such as Albanian, Arabic, Croatian, Serbian, Bosnian, Turkish and Hungarian. Our native or first language is an important part of identity formation and therefore an important part of personal development that has to be taken seriously. That’s why the education of the native language has to be appreciated and integrated into everyday life.

2. German education

To establish oneself in Austrian society a good knowledge of the German language is necessary.

3. Foreign language education

a) English education

The key aspect is to teach English from the first grade on. In the fourth grade the daily English lesson is fully realised. Native speakers together with the class teacher give English lessons for several hours per week (1st grade=3h, 2nd grade= 4h, 3rd grade= 4h, 4th grade=5h). This of course helps a lot to reach our goal to use English as the working language. English is therefore used in all subjects with special focus on Sachunterricht, maths and creative subjects.

The children experience English as a language for everyone and have gained good English skills when they leave our school, you could even say they already own the language.

b) Czech, Slovakian and Hungarian education

Those languages are taught by a Native Speaker in mixed groups of children, one lesson per week, starting in second grade. (2nd grade to 4th grade; every language per 1 trimester per year) The aim is to teach the children the basics to communicate in these languages.
These three areas are very important to develop a joy for language and also a passion to learn new languages.

A multilingual library with first language library lessons, where the students work with literature in their mother tongue guided by their native language teachers, is in place. Part of this teaching model is to let the children share their experiences with their colleagues in terms of readings, staged readings and even theatre performances.

**Diversity**

“Sprachatelier” trans. “language studio”: This subject is not only about language acquisition, but about getting in contact and building a relationship with a native. The positive emotional relationship to the native speaker is used to give the children an understanding of the culture and its characteristics and an idea of the respective language.

With every language you learn, a new door (to a whole new culture) opens. Here children get answers to the unknown and the possibility to learn basic vocabulary. The main aim of this subject is to teach and live an open, fearless and curious attitude towards other people. It is a very strong social and emotional experience. As the children learn to appreciate other languages and cultures they also learn to have confidence in the value of their own language, which creates a general climate of confidence and esteem. People from different groups of society, languages, skin colours and religions come together.

Diversity is lived knowingly appreciated. Sprachateliers take place once per week and the students are enthusiastic about this offer! It is voluntary! Every child gets the opportunity to register themselves for a “language studio” for six weeks. Then a new studio is chosen. Due to the occasion of this weekly offer, every Thursday the classes “break up” and the language studios take over – in form of mixed
and year overlapping groups. The whole school is opened up and the children encounter the world of the natives.

“ [...] we can contribute by working preventive to avoid fear of otherness [...] and to experience diversity as the norm.”

At the moment we offer studios in Albanian, Arab, Croatian, Bosnian, Serbian, Spanish, Portuguese, Czech, Slovakian, Turkish, Hungarian, Farsi and Kurdish. Last year we also offered Polish and Chinese. And I’m always open to new offers and possibilities to enlarge our offer of languages. It is a social-emotional project to promote tolerance and openness within a diverse society. Because of the emotional relationship to a native speaker positive first experiences with different cultures can be achieved.

We want to make a contribution to a peaceful cooperation within a multifaceted society. I think we can contribute by working preventive to avoid fear of otherness in the first place and to experience diversity as the norm.

Health

We organise our school as a healthy living environment for children and teachers. A wide variety of movement and sports during lessons, breaks and as preparation to learning phases is provided. Plus we cooperate with sports clubs and realise sports projects. “Das goldene Sportgußiegel” trans. “The Golden seal of quality in Sports” displays our exceptional offer.

But of course health doesn’t consist of sports only. The benefits of healthy food are also shown to the children. For example we offer a
“Gesunde Jause” trans. “healthy snack” which consists of fruit and vegetables. Also the handling of our excellent Viennese water is taught. The subject is complimented by accompanying actions focusing on dental hygiene and cavities, prevention of accidents and first aid, conflict resolution, the strengthening of self confidence, etc.

Focus on the child

The selection free phase for starting school enables a start of school for all children together, considering each and everyone’s individual stage of development. Open teaching methods such as Montessori, Freinet and Jena allow to tap the full potential of pedagogic prospects for each child. Every class is lead by a team of two teachers who both bear pedagogic responsibility. The different classes often cooperate and realise exciting projects together.

A wide variety of ways to spend the afternoon, many events and projects complete our offer. For the future of the European Primary School I hope that that in five years there will be a scientific study showing in what way and if the children who are now our students, face social diversity with an open, appreciative and curious attitude.

Now I come to an end with my speech I brought a recording with me. It’s the closing video of one of our projects “Schön, dass Du da bist!” which means “Good that you are here!”. Thank you for your attention. I hope you will enjoy it.
“Kids’ Stuff? Justice Education in a Multicultural City”

DR. JUR. HABIL. SLAWOMIR REDO
Senior Adviser at the Academic Council on the United Nations System in Vienna

Introduction

The title of this statement ‘Kids’ stuff? Justice education in a multicultural city’ may sound like an oxymoron, as if this title contained contradictory terms of ‘easiness’ and ‘justice’, had there after the word ‘stuff’ been no question mark. For, in reality, it is not ‘kids’ stuff’ (that is ‘an activity or piece of work that is very easy) to attain a universal sense of justice in a multicultural city like Vienna – a social laboratory, amid the new conditions in which this is taking place right now. In this statement I only will focus on four points that may be helpful for this Vienna exercise under way (academic, field-based, UN-related, related to the Vienna kindergartens).

Universal sense of justice

First, I will start on a “light & high” note - from the tertiary-level perspective on justice education. There is good news brought from the experimental field in Vienna concerning a common sense of justice among university students. There is one!

This news comes as a result of a very famous econometric experiment from game theory, called the ‘Ultimatum Game’, that proves it. It measures ‘fairness’ (or justice for that matter) in interactive decisions among three strangers dividing money.

Two of them are allocated a sum of money, by a third one. If the offer is accepted, the sum is divided accordingly by a third player
(‘proposer’). If a responder rejects it, neither of the players receives any money (‘take it or leave it’).

In several iterations of this ‘one-time’ transaction, those two who had to ‘take or leave' the money agreed to take the money when the offer ranged between 42-48 %, with the 50 % as the most common (and modal) offer.

The results do not even change with rather high stake sizes, and can be found in different cities and cultural areas. These results have been replicated by hundreds of attempts with thousands of students in Europe, the Middle and Far East, and the USA: In Ljubljana, Jerusalem, Tokyo, and Pittsburgh.

But they have also been confirmed in Vienna. At the Vienna University experiment, although players were instructed that they are free to spend any amount between 5 to 10 euros, they could not be effectively manipulated to change their mind, even if they were mutually briefed about themselves, thus becoming less strange to themselves or more socially and individually related. Players accepted almost every offer with a proposed 50/50 split. This result expresses the deepest attempts at changing the world according to our common desires.

Human rights through Environmental Justice

Second, and following our common desires, it appears to me that in real life, cities like Vienna can also be a social laboratory for a new approach to multiculturalism that finds itself on the cross roads. So, laboratory experiments aside, now I would like to give a real-life example from the city of Zurich (Switzerland). The city of Zürich with 42,5 % of immigrants (Vienna: 27, 4 %) experiments through various city projects with civic rights and duties of their multicultural residents with the aim of making for sustainable living. Zurich is a city with a 30-year old history of environmental justice
education that takes place in the city’s forest schools. Zurich has 80 parks and urban forests, altogether 43% of the municipal area (Vienna: 35, 4%).

The Zürich forest schools have a splendid reputation about their pedagogical approach. Drawing on their pedagogical input, researchers conducted in Zurich an empirical survey of intercultural socialisation among 437 primary school pupils and secondary school students (aged 10 through 17), by involving them in that forest schooling. Among the pupils and students in those public schools they were from 16 to 81% of immigrants, on the average, 48.5% (Vienna -> 25%).

The study investigated their level of social inclusion/exclusion (or socializing) in Zurich’s green spaces. In fact, it really looked into the right to dignity in a multicultural society. The study asked youth and teachers (of whom most of the latter had never been to the forest with their classes) about leisure activities like meeting friends, talking, have a barbecue, walking, playing football or other games, or gymnastics.

The Zürich study found a relationship between the main activities in forests and parks on the one hand, and the frequency of cross-cultural circles of friends on the other. Specifically, the study showed
that walking in forests was positively related to the percentage of youth reporting cross-national friendships. The positive relationship between socialising and talking with friends in parks and the percentage of youth reporting cross-national friendships was almost significant, and youngsters who engaged in ballgames other than football also tended to report more cross-national friendships than those who did not play such games in parks.

Finally, the study pointed out that enjoying time outdoors in a multicultural way is connected with caring for public space by city authorities. They should create public urban green space that fosters social functions through green space architecture from both European and non-European cultural traditions. The Zürich researchers recommend, given that urban landscapes are representations of culture, making various cultural traditions of green space visible might help make all youth feel ‘at home’.

Indeed, this is an important feeling of place identification (‘a sense of belonging’) – a precondition to social cohesion or inclusiveness and vice versa. Therefore we should not wonder why there are palm trees in-between the streets on Wagramerstrasse in Vienna where the United Nations is housed, why Kopa Kagrana is so named or why on the Danube island we have so many barbecue places (‘compensation place’). The City should be commended for this.
Right to the city, urban safety, risk assessment tools and civic responsibilities

Third, the above mentioned example of urban inclusiveness brings us to the penultimate point of this statement. Ever since the UN emerged from the ashes of the Second World War, the Organisation charts the human rights approach to multiculturalism.

It does so with increasing commitment and impetus, but not always with progressive results. ‘Right to the city’, which this part of my statement, is about, is one of the more recent very progressive slogans which is not in the formal inventory of the United Nations crime prevention and criminal justice standards relevant to a very vibrant urban life and safety. Ideally, as per the World Charter for the Right to the City (2005), it is a grass roots, secular, radically libertarian manifesto, loftily appealing to principles of solidarity, freedom, equity, social justice, to the right to development and to the respect for different urban cultures with corresponding civic responsibilities.

As a former UN official involved among many more important actors than me in formulating those standards and norms, I find the World Charter breath-taking, for it promises almost anything under the sun. However, I remain somewhat sceptical on the viability of pursuing such an orchestrated ‘right to the city’ on the UN urban safety agenda, at least for the time being if not for longer. Not only because that city-right is not fully in tune with immigrant youth’s exclusion from the labour market, but also because it incorporates the aforementioned contentious ‘right to development’.

In the UN history of that latter right, its contentiousness originally ensued from putting in it the wellbeing of countries’ elites over self-development of individuals. Originally, that right facilitated the unfettered use of natural resources by those elites. Eventually abuse of that right, in which also the transnational corporations were
implicated, contributed to the matters recently discussed in Paris at the 2015 UN Climate Change Conference.

Regarding the other content of ‘the right to the city’, my scepticism is because of the current and increasingly strong xenophobic feelings related to immigration and the fear of terrorism that prompts safety over individuality. For one or another reason, both rights, that is the right to development and the right to the city, lack therefore viably broad political recognition and consensus worldwide. Anyhow, since there is no time here to explain almost a 70-year old UN battle over ‘the right to development’ and a 50-year old history of ‘the right to the city’, we can only conclude in terms of today’s urban conference that ‘the right to the city’ may be too narrow a street, perhaps leading to the cul de sac.

We need to rethink its content and I dare say that faith-based organisations (‘FBOs’ in the UN lingo) must in a civic way be taken into account through the local safety audits, and other sustainable development initiatives for distributive justice. This is not a ‘re-secularization’ of public space. That space should remain secular. Through various approaches and instrumentalities, these public spaces should strongly project Vienna’s social and place identity, as this should also be for other such cities.

At the same time, Vienna’s public space is the ‘space’ for the United Nations sustainable development ecumenical concept invoking ‘shared responsibility’ or ‘co-responsibility’ for safety. This is a co-responsibility which the FBOs bear with others for safety and many more social justice priorities, as per the majority rule. Urban participatory risk assessment tools, and local safety audits may be an instrument facilitating this co-responsibility and be a measured, mature response to rather culturally and emotionally motivated actions of self-styled ‘honour patrols’ controlling Muslim women’s dress codes in line with the Shari’a law. Reportedly, in 2016 this was the case in Vienna – a signal that may suggest the emergence in
New Paths to Social Inclusion for Safer Cities

public urban space of “no-go zones”, similar to such ones in some other Western European cities.

Simple as this signal may or should be, it may also suggest the inroad for city managers and residents to look for peace and justice in communities through such risk assessment tools as local safety audits. This is because ‘honour crimes’ may be a matter of as much impulsive conduct as safety issues are on the other side of the city-life spectrum. Local safety audits in this instrumental fashion may facilitate to reach the ‘nerve’ which animates ‘honour crimes’, and may channel the local reaction in a civic way. Whether these crimes involve ‘honour killings’ or less culturally motivated violations of customs (e.g. other forms of domestic violence), in this way the city managers may draw the residents’ strong communal interest in safety and other common needs.

“The existence of fundamental responsibilities is an essential feature of a democratic society [...]”

This helps to reduce the interest of such residents in likewise strongly culturally motivated uncivil customs, if not also in reducing other crimes justified by ‘honour’ - misunderstood as dignity for and by men only. As city residents, we simply and merely cannot obsessively claim our ‘right to the city’ by banking on our peculiarities and religious freedoms, as if other men and women would not be entitled to the same for their own religious sake.

As reminded by Judge Paul Lemmens (European Court of Human Rights), ‘The existence of fundamental responsibilities is an essential feature of a democratic society, in which individuals or groups of individuals must be prepared to make concessions, for the benefit of society as a whole’. Not making such concessions on the rights’ side
undercuts confidence in common goals and make a city sectarian with “no-go” zones. In short and still in other words, a local safety audit is a secular confidence-building measure that helps to balance out culturally misguided conceptions about living together in a city and responsibilities of every resident.

Sustainable livelihood in this context is in its letter and spirit about ‘shared responsibility’ for public spaces - the same responsibility that should prompt us to preserve our natural resources for future generations. Hence the question: If we should teach rural youth how to take pride in being stewards of the land, should we not educate city dwellers about keeping cities’ green and public spaces in order? The answer is: ‘Shared responsibility’ for the city involves social resources for common safety in public spaces. It begins with caring for our cities’ habitat, or - simply put - with not littering public spaces.

“‘Shared responsibility’ for the city involves social resources for common safety in public spaces.”

This is a very simple commitment and a very simple responsibility that transfers the letter of human rights into a deed. This deed is not only for the sake of environmental justice, but for the respect for our city’s habitat, and all its partakers. They should not tolerate among themselves customary practices that contribute to uncivil behaviours in the public space, if not also among themselves in private space.

Caring for urban space is a precondition to more serious civic responsibilities and to residential satisfaction in general, as a part of caring for one’s and others’ immediate and bigger environment. First, second or third-generation immigrants are here among the main actors who should be encouraged, involved and obliged to contribute to our safety according to their age, city’s civic precepts
New Paths to Social Inclusion for Safer Cities

and its statutes. Those people should not be excluded and there should be no divorce of the community-based social process from its environmental context.

The young ones should not form gangs, walk the streets in vigilantes’ groups (‘honour patrols’). The immigrants should be among the employees who work for the cities’ and countries’ prosperity, indeed for ‘shared prosperity’, as per SDGs 8, 10 and 11 of the 2016-2030 United Nations Sustainable Development Agenda. The immigrants from the FBOs should be among the law enforcers who bring peace and justice into the community, as envisioned by Goal 16 of the Agenda (SDG 16). We know that at face value, this may sound naïve, if not also weak. But SDG 16 also calls for ‘strong institutions’.

Institutions are really strong when they enjoy public trust. Trust in police, prosecution, criminal justice agencies, country’s democratic principles and laws, etc. We further know that building trust in this way is not easy and the success rate is debatable, especially when immigrant youth feel deprived of their legitimate life chances. And yet, there is no choice but to continue engineering such chances. This should be done not only for the sake of peaceful and inclusive cities, but for the sake of those cities’ overall prosperity as well.

This should be a “win-win” situation, called for by the UN General Assembly in its 2016 “New York Declaration for Refugees and Migrants”. Much of this is city authorities’ responsibility that must be exercised in a co-ordinated interdepartmentally comprehensive and steady fashion with which through their trained staff of the same ethnic origin they gradually reach the minority groups, are consulted by them and accounted for as city governors within the limits of the majority rule.
From “no-go zones” to bedrooms, nurseries and kindergartens as a natural environment for global civic education.

This leads to the fourth and final point of this statement on ‘Kids’ stuff?: ‘Justice education in a multicultural city’ Initially, this statement aimed at education in justice in the Vienna kindergartens. This is because after bedrooms and nurseries in a cradle-to-grave chain of civic rights and responsibilities the kindergartens are very important in the educational life-long learning process.

In this context, as organisers of this conference we failed to attract the interest of the City of Vienna, most precisely Magistratsabteilung 10 and 11. We tried hard to get these two offices on board. They are responsible for the Vienna kindergartens, but at this conference they had no topical statement about quality education in those kindergartens (SDG 4). From both offices we wanted to learn how in the Vienna human habitat these kindergartens may and can serve as a venue for educating immigrant children in ‘Environmental Justice’, so these children feel – using the expression from the Zürich study – like ‘at home’.

In the future envisioned by the 2030 UN Sustainable Development Agenda these kindergarten-age children should eventually not be a part or victims of ‘honour patrols’. Instead, with their constructive and progressive sense of belonging to a multicultural city environment, they should be a part of legitimate urban chances and enjoy a dignified life. The ‘kids’ stuff’ in multicultural justice education for young children nowadays in Vienna is not a simple matter. But we hope that in today’s contributions of other participants the City of Vienna will find inroads to advance civic education in the city’s public spaces and relevant institutions. We expect the City to let civil society organisations know about the present and prospects of civic education in the kindergartens, hopefully, a “win-win” result that meets the goals of the United Nations Sustainable Development Agenda.
In September 2012, the UN Secretary-General, Ban Ki-Moon stated that global citizenship was one of the reasons for putting education first:

**The Initiative focuses on three priorities:**
First, putting every child in school. The global community pledged to achieve universal primary education by 2015. We need to make all the necessary investments to ensure that every child has equal access to schooling.

Second, improving the quality of learning. Access to education is critical. But it is not enough. We must make sure that people acquire relevant skills to participate successfully in today’s knowledge-based society.

Thirdly, fostering global citizenship. Education is much more than an entry to the job market. It has the power to shape a sustainable future and better world. Education policies should promote peace, mutual respect and environmental care.

I call on world leaders and all involved with education to join this initiative and fulfil the promise to make quality education available to all children, young people and adults. Together, we can empower individuals to transform our world.

In response to this call, the 7th Conference on Global Citizen Education: New Paths to Social Inclusion for Safer Cities took place in the EU House on October 11th 2016. WFWPI (Women’s Federation for World Peace International) UN Vienna Office, WFWP Austria together with strategic advice of ACUNS (Academic Council on the United Nations System), expert members of the
Diplomatic Community, civil society, political leaders, international NGOs and educators gathered to deliver essential statements in support of social inclusiveness.

Under the general topic ‘Education in the 21st Century: Towards Global Citizenship: Bringing 58 million children to School’, in preparation for the above event on 5th September 2013, 7th April 2014, 15th October 2014, 23rd March 2015 at the Vienna International Centre WFWPI organised, with the expert support of ACUNS, YEA, and the UN Office on Drugs and Crime (UNODC) four capacity-building sessions to assist the United Nations Campaign of Global Education First and in advancing the goal of Global Citizenship.

... in many places poverty still stands in the way of education.”

Opportunities for education are greater than ever but there are still more than fifty million school-age children who have no school opportunity.

Education is the best way out of poverty but in many places poverty still stands in the way of education. Malala inspires us all with her will to provide education for all.

To break out of this vicious circle we need shakers and movers. Some governments have made welfare benefits conditional to parents sending their children to school. More affirmative action of this sort is needed to give every child on earth the opportunity to acquire a decent education. This will ensure that the next generation is no longer obstructed by poverty and ignorance. Educated citizens provide the essence of a stable society, where each person and family can live in dignity and take initiative to develop their nations. Criminal or terrorist energies would surely diminish due to the solidarity within the society.
Global citizenship can only be meaningful if there is global participation in education, accompanied by organized national birth registration. Citizens must know their rights but also be aware of their obligations toward their own society as well as the international community.

Today’s conflicts present a challenge to us all and as an experienced international grassroots NGO on the field with schools and other projects in Africa and some CIS countries, as well as awareness raising projects in Europe and USA, especially the Bridge of Peace, the Women’s Federation for World Peace is taking on the challenge to bring the chance of a stable society through supporting Education for All.
Thank you very much for your kind invitation to talk about a very important matter according to the new developments and challenges in our time.

Ladies and Gentleman,

As a Journalist I am here to convey the great efforts of the Austrian and Vienna City government to provide help and support for immigrants to have a better life in their new environment. Furthermore I see it as my important task to explain human rights as well as women’s rights according to the international standards to them. After all it is the European and Austrian values which force us all to live and work together for social peace and intercultural harmony in this great city of Vienna.

All of us should feel proud to live in such a great city as Vienna because it’s the city of different cultures, different traditions and different religions. It’s the city where everyone finds security, quality and togetherness. We should also respect the Austrian values as we live together in this country.

All foreigners and refugees have to cooperate with the authorities in Austria and Vienna to feel secure enough to fulfil their plans. They have to integrate with the Viennese society and live a normal life as they learn, work and build a better bright future.
New Paths to Social Inclusion for Safer Cities

Foreigners and refugees from any nationality or religion who come and live here, must show their respect and loyalty for the laws of their host-country. Only if there is a common understanding that the laws of this nation take priority to the laws, customs and traditions of their countries of origin, a peaceful co-existence can work. In other words, as immigrants we have to respect the traditions and values of the country we live in. It’s a new home now and they have to integrate with the society and individuals in order to live in peace.

We face many problems in this field and it’s not easy to find the right solution for every problem. Still, living together in social harmony as a diverse society is a challenge worth undertaking! Not only this! In fact we have no alternative otherwise. In spite of many voices of doubt and discouragement we should invest all we can to give peace a chance. However, we can only succeed if we can listen to all sides of the spectrum of society in our beautiful city of Vienna. Only if we can get the different parties to a round table and if we can persuade them to engage in a direct dialogue on a regular basis, the project which I call „Harmony in diversity“ can work.

Respected ladies and gentlemen, I know that what I am saying may not be easy to digest for some men and women who have also a migration background as I do. I am well aware, that it would be difficult for you to accept these words from a native Austrian. However, I can say this with a certain authority since I am myself a person with migration background and I have lived for so many years in Germany and Austria.

We all should be committed to putting social justice and cultural progress at the forefront of our mission of developing a bright future in this great European city, Vienna the city of love, music and art.

Thank you for listening!
Last year thousands of refugees came to Austria. They fled from destruction, life threat, hunger, loss of family members and much more. Many of those persons suffer from post-traumatic stress disorder. This includes flashbacks, dissociation, emotional impulsiveness, insomnia, hyper alertness etc. But mental disorders are taboo in many cultures. People do not talk about their mental problems, they do not ask for help. They express their burden through physical suffering or they believe to be possessed by evil spirits. So they stay alone with no information about how to change their state to a better one.

To give immediate helpful information to unaccompanied refugee minors, teenagers and adolescence, who stay in crisis centres of the Vienna Youth Welfare Office, I created five short video clips that explain what happens in the brain when traumatised. Not only what happens in the brain, but also what everyone can do to get back control of overflowing emotions.

Here a short summary of the content:

The first video explains the effects of traumatic situations on the brain.
The second video introduces a stress regulator, with which someone can show other persons or oneself (through self-perception) the actual stress level. Depending on the level, different techniques or skills can be used to bring oneself back to a more pleasant level.

The third video instructs how to calm yourself down through deep breathing exercises.

The fourth video demonstrates how to use resources, like good food, nice music or fragrance, positive pictures etc. to bring your stress level down.

The fifth video teaches what a traumatised person can do with mental pictures pushing into awareness, which are extremely
New Paths to Social Inclusion for Safer Cities

frightening - so called flashbacks. There is an imagination exercise to put them into a safe.

All video clips can be watched for free on my youtube channel (Hannes Kolar). They are translated in Arabic, German and soon in Farsi.
PART III

Safe Cities, the Role of Parents towards Social Inclusion and a Healthy Society

FLTR: Stella A. Attakpah, Mag. Josef Missethon, Mr Peter Haider, Dr. Belinda Mikosz, Mag. Hannes Kolar
New Paths to Social Inclusion for Safer Cities

"SELF-DEVELOPMENT, AN IMPORTANT FACTOR IN ACHIEVING SUSTAINABLE DEVELOPMENT"

MSc STELLA A. ATTAKPAH
Managing Director, Opportunity and Risk Management Institute Ghana

The world has reached a point where a change of paradigm in the educational is not just important but a must. For over a century the traditional school has caused segregation and separation instead of creating unity and love among people. The school system has helped to create division of “good” and “bad” students through standard exams and grading systems. To go by Albert Einstein’s findings, all human beings are born unique with special talents. But to judge all using a singular standard is harmful to those who do not fall within the standard. There is therefore need to question whether this has not contributed to be the root cause of the creation of poverty and all the ills that come with it.

Science has proven that meditation has not only health benefits, but also the ability to change ones perspective and future. If meditation has the ability to produce positive results such as the creation and promotion of well being; a super mind; and a healthier body; there is need to question why this is not introduced in schools and other spheres of life that will help practically and more effectively achieve the sustainable development goals.
Thank you for your friendly welcome. I have been working as a psychologist in the youth welfare office in Vienna for more than 40 years and today I want to present you some aspects about family education.

When we talk about parenting it’s to say that this is one of the most challenging and difficult responsibilities a person can face. Usually parents want to be good parents and to protect their children from negative experiences. As we know, we can’t protect our kids from stress but we can help them develop healthy ways to cope with stress and solve everyday problems.

The way a family is structured creates the parent-child-relationship, which means attitudes, practices, and nonverbal expressions. Individuals learn how to parent from many different examples including their own parents, role models, or society and life experiences. Parenting is usually different from household to household. The style of parenting can profoundly affect their social development, as well as their abilities to deal with life situations as adults later on.

Let’s start at the beginning, when a man and a woman decide to have children. It’s not only a biological theme; of course not – between female and male there are differing motivations. You’ll find different traditions in both families. Different social contacts have influenced them and embarrassments have hurt them differently. We see grownups with very little self-confidence and tolerance which then creates different views on what is a good mother or a good father.
New Paths to Social Inclusion for Safer Cities

The meaning of having children can be quite different from family to family and therefore it’s important to talk about it before making the decision of becoming a parent. It’s very interesting, that parents all over the world want nearly the same for their children. Kids should be successful of course but also well integrated in social life, healthy and happy.

When a baby is born, we can see, hear, touch and smell it, but at first we don’t know much about this little human. In the beginning we need a lot of time to find out, how to get along well together.

“It is important for parents to deal with stress in a positive way for themselves and their children.”

From the beginning a child needs a safe home and parents who can be patient and positive. Parents should try to keep contact with their kids very close and try to understand their needs. The more often mothers, fathers and other caregivers play with, talk to and respond to the child, the more opportunity the child has to learn. Children want whatever they can get, because they want to explore the world. Parents need facts as orientation how to deal with those wishes and how to set borders on the way bringing up their children, but not a fictional story.

Sometimes parents who are dealing with young children feel alone with their problems. They often experience a great amount of stress, especially when their children misbehave. When parents feel stressed, children respond to this stress and the situation can get worse. It is important for parents to deal with stress in a positive way for themselves and their children. One way to deal with stress is by getting support from other people.
Some parents feel more comfortable keeping their problems within the family. People with whom they share their experiences can offer a different but important view on how the child is doing. Getting support from others means that parents have to be open for feedback which should not suggest blame or criticism of parenting abilities.

Another point is that parents need time away from their child. Taking a break does not suggest that they are uncaring parents. When parents take breaks from their child, they have more energy to deal with family situations, and they are likely to enjoy being with their child.

But it is important to remember that to be in your children’s memories tomorrow, you have to be in their lives today. In the late 1970s the Dutch educational counsellor Maria Aarts developed a method where normal situations between child and educator were recorded by video and later watched by the parents or other educators. By this, strengths and weaknesses of both children and educators in their interaction can be more easily recognised and further changed. This method is effective, cheap and pragmatic.

The short-term support of families in problematic relations with their children changes the quality of interaction step by step. For those working with children and families Marte Meo is successful in this regard: It always delivers information about the children’s development, their needs and how parents can support them. Marte Meo supports emotional and social development in everyday interactions between a child and the carer. It helps people to read the developmental message behind the problem. Parents start supporting their children in the right way after the training.

If parents want to discuss issues related to their children, they should contact a group for further information. We need more meeting points in every community where parents can come together. It’s also
necessary to establish regular, sensible communication between home, kindergarten or school.

Being a single parent can be overwhelming. They need not only the support that family and friends can give. It’s also important to know other single parents through support groups. Psychologist can also be a great source of help and information.

On another note, many families have less money and only small resources. Therefore we started with the project “KIM” in Vienna – which meant: Put children’s interests in the middle! Enlisting volunteers and matching them up to our project was the first step and very important. Our development by assessment approach was based on weekly meetings to talk with each other, helping children to develop self-efficacy and self-motivation by conceding mistakes and allowing failure and encouraging efforts to learn more.

We had a lot of benefits within this program “Action for children!” Our volunteers where trained to support some of our most vulnerable children, by doing homework together, talking about the child’s daily life and playing. Both learned new skills, had fun and felt good about what they had done.

But what about a school for parents? Are they able to learn? A key part of our work was to help parents to understand and accept their child’s needs and teach them how to support the child. Very often, parents don’t know how to do this. It is possible to get parents onto
the subject when you offer short lessons with empathy and humour. Within seven weeks they learned more about themselves and their kids. We also found that listening to others who also have troubles, makes it easier to open up and talk about the own difficulties.

What are the reasons why kids behave badly? Reasons are diverse:

- they want attention
- they are copying others
- they are testing limits
- they lack skills
- they want independence
- they can’t control their emotions
- they are scared
- they have unmet needs
- they want power
- they want everything now
- they suffer from bad experiences

When parents think they know everything about their kids, for example: what kids think, need and so on - they may fail. I tell you, we don’t know unless we find out, what is going wrong.

To discover why kids suffer from bad experiences needs interest and time. Children can feel when we are not authentic and may refuse to talk to us.
We have to stop childhood trauma which can be seen more and more often these days. Ok, what kind of trauma am I talking about here? I’m not talking about failing a test, or losing a game! I’m talking about threats which get under our skin! Such as abuse, neglect, or growing up with parents who are mentally ill, violent or addicted to alcohol or other drugs. Children are so many times on their own and they have nobody who understand their suffering and nobody who can help.

“You are mentally completely ill!” What does it mean, when children get diagnoses more often? For example kids were referred to me for ADHS! Before we think about medical treatment we have to understand what harmful experiences a child had made in life. Children are very sensitive and have no coping strategies. Their brains and their bodies are just developing and they cannot overcome too much stress.

We need care coordination and best practise interventions including home visits for prevention. Let us reduce parenting stress and help children to survive in our society. Medication only when it is necessary! Parental compliance is centred around the parent’s perception of the child's current problems and its relationship to past problems. Parental non-compliance may reflect ignorance or misunderstanding of the situation.

Some clients are unable or unwilling to comply with the recommendations of professionals. When parents are unable to act in the children's best interest, we need to find a better place for them; give children a better life and you’ll get a better society. Additional to that they’ll have the chance to become better parents themselves.

Let’s finish with some important points:

- As soon as you notice that something is bothering your child – ask!
• Talk about feelings and listen to your child.
• Be patient.
• Limit stress where possible.
• Don’t give the problem more attention than it deserves.
• Talk about ways to change things.
• Encourage your child.

Everybody can support children. Let’s do it in our community and let’s do it now!
The Vienna Youth Welfare Office offers free videos for young parents with infants, which depict central themes of child development and child care. The central character is “Fred, the Exbärte”, a little Teddy bear - but why a bear?

Teddy Bears trigger positive emotions in nearly all of us, and so he brings us in the right state of learning. Teddy bears also stand for being friend of little children. So we suppose that he knows exactly the needs of infants and toddlers.

Here you can see Fred’s box, in which the most important information pops out when opened. Fred is not just an animated animal; he also exists as a stuffed soft toy, as a present to all families in Vienna with newborns. All of Fred’s statements are based on scientific knowledge about attachment theory and psycho-traumatology.

We created eight videoclips on essential aspects of children’s needs, which are about three minutes long. The mothers and fathers shown in the clips act as positive role models, so the young parents watching get an impression of best practices.
The following topics are portrait in our videos:

- Sleep: Children need emotional "security" to fall asleep. They need to feel safe and relaxed. Establishing habits or rituals can help infants fall asleep.
- Crying: Newborns are not able to calm themselves. Parents should accept help, when they have run out of ideas on how to calm the child.
- Breastfeeding: It encourages the relationship between mother and child (oxytocin effects) while it caters for the needs of the child.
- Nursing: Sensitive care leads to good relationships. Interaction with the child enables feelings like joy and can have soothing effects.
- Parents-child bonding: Develops through presence and sensitivity, and has stress-reducing effects on the child
- Safety: Toddlers want to explore the world. Parents should support this by preparing basic safety measures. Parental anxiety can prevent the child from learning.
- Pregnancy: This video deals with how one can bond even with the unborn child, and how one can start to build a relationship in this early stage.

Fred is translated into five languages, namely Arabic, German, Farsi, Chechen, and Turkish. Those languages are spoken by many families in Vienna. Most of the children today are born in immigrant families.

You can stream all this videos for free on www.fred.wien.at
PART IV

Core Value Pillars: Education of Heart, Enabling a Healthy Lifestyle, Best Practices

FRTL: Dr Maria Riehl, Mag Richard Vereš, Mag. Marcela Magušínová, Dr. Elisabeth Riedl, Ms Zita Kiedler, Ms Foteini Kanatsouli, Dr. Fran Wright
Good afternoon,

I will just like to shortly introduce myself. Since 3 years now I am a happy grandmother of three wonderful grandchildren and mother of five adults but still my children. Are there any other grandparents here today in this room?

24 years ago on 10 April 1992 I participated in the founding of the Women’s Federation for World Peace International in Korea. This special day marked the beginning of a new age for women, whereby women educate each other as peacemakers through forgiveness and reconciliation between former enemy countries, cultures and religions. As we know, war beings within the heart of humans and we are searching for tools and methods to solve and transform the hearts and lives from conflict to peaceful, loving and harmonious beings.

The Women Federations have developed a transforming and moving tool which reaches the trapped heart through repentance, forgiveness and reconciliation. This tool is called ‘the bridge of peace ceremony’. I will not go into many details today, but generally we do not want to pass on negative feelings of hatred, repression and revenge to our children but heal it though reflection, mediation and dialogue. The core of our work is to heal the relationship of men and women and more specifically husband and wife with the goal of building a culture of peace and heart.

We believe that the relationship between Man and Women is holy, unique and sacred and we are capable to heal past grievances
through building trust and unconditional love. On this foundation, we are able to strengthen, nurture and stabilise the natural family.

In the realm of the family, we are concerned with three areas of love, life, lineage. This is our challenge to put it into practice.

We cannot see love, love is invisible but we are able to see the fruit of it. We know love is growing and developing within us. The place we associate love is the heart which is the essence of the human being.

“We cannot see love [...] but we are able to see the fruit of it.”

We are all created beings. It was not our decision to exist. We exist though the relationship of our parents and we are born naked and helpless which is different to animals. We are dependant on our parents for nourishment and care. Parents’ love is giving unconditional love without barriers. We start our period of growth as babies, then as a child, adolescents, then adult. As babies we can only express our needs in a limited way, for example, a child cries and the mother must discover what the problem is, whether the child is hungry tired or the diaper needs to be changed.

As a child, through the care of our parents we learn, we are spiritual beings and to control our physical needs. We learn empathy for others and discover joy through a giving and receiving process.

The next stage of love is to discover the desire for a loving partner to share our life with and create a family of our own. Today we see broken families and many difficult family situations. The purpose of creation still remains a fundamental question in our life and we are not satisfied with this chaos in society. We are searching and need guidance from the original creator of the world.
In society we are good in social work; however unfortunately not so good at stabilising or harmonising the family. A few years ago we started a project called ‘Dignity of Women’, which also includes men also. This project was founded on the value that every human being is unique and eternal. A human being is created as the image of the Creator, God. Natural characteristics of women are nurturing and caring demonstrated through bringing new life to this earth. As women we embrace and support others.

Quote: ‘Our time is ready to change the logic of power to the logic of love’, Dr. Hak Ja Han Moon. She is our example and door opener toward a culture of heart.
Our school is a whole-day-school in the 22nd district in Vienna. For the students school starts at 8 am and they go back home at 4.30 pm. This time doesn’t only include lessons but also lunch breaks and periods of free-time in the afternoons. When 10 to 14 year old children spend that much time together it is only natural that there are a lot of opportunities for conflicts to arise. Many of those are about small things. This is why the concept of peer mediation was very attractive to our school.

What is peer mediation? As the name implies, it is about children helping children to sort out conflicts. The peer mediators can be approached by children from the whole school and will take time to listen to the conflicting parties and support them in finding a solution for the problem. Ideally conflicts are solved with a win-win solution. To implement this program, we were lucky to be supported by our principal. She encouraged the teachers who came up with the idea of starting this program at our school.

Students who want to become peer mediators can participate in a course from sixth grade. In seventh and eighth grade they then get to fulfil their role. They profit a lot from the course and this activity. Self-confidence, social skills, communication skills and various soft skills are being practiced and strengthened. We teachers also noticed that the fights between students settled very quickly, they found mutually satisfactory outcomes, there was a high rate of compliance, the students had a sense of empowerment and the agreements they reached did last.
The peer mediation process is voluntary, collaborative, controlled, confidential, balanced and safe. The mediators only take on cases they know they can help with. The conflicting parties both have to want to work with peer mediators before the process starts. By using conversational strategies and forms such as not interrupting, letting both parties have the opportunity to speak and using a calm, objective tone the peer mediators help the two parties express their opinions, figure out different options, evaluate them and create an agreement.

For us it is a valuable course and one of our ‘best practices’ at school!
UNESCO is the only United Nations agency with a mandate to cover all aspects of education. The Organisation has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4.

In this context, the on-going importance of arts education in contributing to local and global awareness of cultural, economic, environmental and humanitarian concerns is recognised. Arts Education with a core emphasis on doing/making/presenting offers exciting, dynamic, cross generational opportunities for action.

UNESCO Arts Education Approach

The Arts in most, if not all, cultures are integral to life: function, creation and learning are intertwined. The Arts withhold the potential to being fundamentally instrumental, in both formal and non-formal ways, as vehicles of knowledge and the methods of learning different disciplines. This instrumental approach to Arts Education neither limits the Arts as a supplementary educational tool, nor simply aims at bringing arts into curricula as the main content or a study subject.

UNESCO basically promotes two main approaches to Arts Education, which can be implemented at the same time and need not be distinct. The “learning through the arts/culture” approach demonstrates how we can utilise artistic expressions and cultural resources and practises, contemporary and traditional, as a learning tool. It targets to draw on the rich wealth of culture, knowledge and skills of societies to enhance an interdisciplinary approach to learning in a range of subject areas.
The “learning in the arts/culture” approach stresses the value of cultural perspectives, multi- and intercultural, as well as culturally sensitive languages through learning processes. This kind of approach contributes to engender understanding of the importance of cultural diversity and reinforce behaviour patterns underlying social cohesion.

The benefits of introducing the arts and cultural practices into learning environments showcase a balanced intellectual, emotional and psychological development of individuals and societies. Such education not only strengthens cognitive development and the acquisition of life skills – innovative and creative thinking, critical reflection, communicational and inter-personal skills, etc – but also enhances social adaptability and cultural awareness for individuals, enabling them to build personal and collective identities as well as tolerance and acceptance, appreciation of others.

The positive impact it gives on the development of societies range from cultivating social cohesion and cultural diversity to preventing standardisation and promoting sustainable development.
Peace Education Workshops

In support of UNESCO’s 70th Anniversary Celebrations, the UNESCO Club Vienna (UCV) developed the Arts-based Peace Education Workshop 'Peace Lies in Our Hands'. The aim of the workshop is to explore in a creative way what peace is with children and youth from marginalised groups and has been implemented in both Austria and abroad with various partners and facilitators.

In the design and implementation of the workshops special attention was paid to UNESCO's programme on Special Needs Education: Education for All without Discrimination as well as Volunteerism. Volunteerism strengthens civic engagement, social inclusion, solidarity and ownership. It is also an integral component in the process leading to Sustainable Development Goals (SDGs).

The process requires participants to find space on a shared canvas for individual expression while respecting the space and rights of the ‘other’. Issues relating to unity and diversity, inclusiveness, interconnectivity and tolerance are discussed and in the course of the painting ‘spontaneous’ parallels are drawn from real life situations. It is conceived in such a way as to respond to emerging group dynamics.

Participants are encouraged to contemplate and share the many different words for peace in their own and other languages to provoke an understanding of our common humanity. The hand print symbolises a personal commitment to peace.
The following workshops featured during the 2016 UNESCO International Arts Education Week: Arts Education for Sustainable Development and were featured as a best practice.

**Lerncafè Hebbelplatz, Caritas Education Centre, Vienna**

The Lerncafè (Learning Café) is an initiative of Caritas Asylum and Integration programme and offers a free of charge service for children and youth of socially disadvantaged families. The Centre offers assistance for homework as well as specialised learning groups and advice for parents. The staff is assisted by interns and volunteers.

24 children aged between 6 and 15 years from diverse cultural and religious backgrounds of migrant families living in Vienna (mainly from Serbia, Turkey and Chechnya) participated in the workshop.

"Migrants are no longer a marginal group in Vienna but constitute an essential element of the local population."

Migrants are no longer a marginal group in Vienna but constitute an essential element of the local population. However, there is a tendency for migrants and persons of migrant background to gravitate to and to socialise within their ethnic community. Furthermore, ethnic identity and historical conflicts are often ‘transplanted’ to adopted homelands and can create barriers or at least hindrances to integration.

During this workshop, participants were invited to explore, while painting, the challenges of identity and finding one’s place in a new adopted homeland. A particular challenge was the wide age range of the group. Furthermore, the composition of the group was in a
constant state of flux throughout the workshop. Since most of the children came from child-rich families, parallels could easily be drawn with the need to adapt to the movements of people and occupation of space over time.

While creating the artwork issues relating to mobbing, stereotyping and exclusion/inclusion were discussed. What came to the fore were issues of emotional messaging from parents who had emigrated from war zones and or areas of conflicts. This was reflected in the difficulty for several of the participants to grasp the concept of ‘peace’. This workshop had a lasting impact due in large part to the active participation of staff and volunteers at the Caritas Centre and their sensitivity to the issues raised.

Krumpendorf Refugee Camp, Austria

The refugee camp in Krumpendorf, Carinthia, was operational from 5 July to 20 November 2015 catering to approximately 300 persons. In August 2015 it was designated as an Admissions Centre for refugees entering Austria to be assigned to one of the nine provinces.

The numbers of refugees settled temporarily increased the local population by approx. 10% during high tourist season and accommodation in Krumpendorf for families with a large number of small children was soon exhausted. As of September only males were settled in Krumpendorf since the available accommodation was in tents. In late November the “tent city”, being unheated, was closed due to the imminent onset of winter.

The UNESCO Club Vienna Youth Co-ordinator, Melanie Kirchbaumer, was active as a volunteer in the camp from its establishment in July until its closure in November 2015. Her activities and assistance included liaison with the Refugee Unit, the Institute for Labour Migration, Labour Market Service as well as Caritas. Due to the good relations she established within the refugee
community she assisted locating refugees” lost in the system” at Traiskirchen.

To ease tensions due to differing cultural norms, she led discussions on socio-cultural behaviour and expectations with respect to the female population in Austria / Europe: “the history of emancipation of women in Europe” as well as “(mis-) interpreting gestures and facial expressions”.

The 3-day workshop on peace education was conceived in collaboration with members of the refugee community. It was carried out in the tent set up near the camp by the Volunteer Fire Brigade for their annual festival. Volunteerism has a long history in Austria and the outcome of the workshop is a testament to the courage of the refugees as well as the volunteer fire-fighters who share the will to survive when homes go up in flames.

The participants were youth and young adults aged between 18 and 24 years from different nations including Syria, Afghanistan, Iraq, Pakistan, Ghana, Gambia and Somalia. They were invited to express their concerns and to ‘leave a message’ to attest to their continuing existence, their innate humanity and need for respect, dignity and justice. Qudrat, who assisted the UNESCO Club Vienna in the organisation of the workshop, summarised the meaning the participants wished to convey.

Following is a selection:

**Arts Idea:** “Green Idea of picture is Peaceful society and dark green is war society. So not only human but also birds, threes, grass and green environments are suffering from war and they can’t grew properly and lose their freedom and colors...”
Arts Idea: “the dark and black color is the destiny and tough situation of refugees which they put their life in danger to pass the ocean. the white colour is the bright future and the hand is the helping hand of host countries and united nation.”

Arts Idea: “One country, once nationality and even one flag is divided into two parts. half of this flag belong to government and half of this is anti-government...I mean opposition groups. In fact, it is two flag.”

Arts Idea: the world is controlling by two opposition parties, this two parties play the game of chess with other countries. So these all insecurity, war and is because of them…”

During the discussions with the participants ‘life is not a game - do not play with humans’ became almost a mantra. They were acutely aware that while their region was being systematically destabilised and decimated by war they were being categorised as ‘the refugee problem’ and a destabilising factor for Europe.

Questions raised by the refugees remain largely unanswered: Who is financing the war? Who is profiting from the sale of weapons, the illegal transportation of refugees, the human trafficking of refugees as well as from the ‘harvesting’ of human organs of refugees being ‘lost in the system’?

To support the ‘Peace Lies in our Hands’ presentation at the 7th Conference on Global Citizen Education: New Paths to Social Inclusion for Safer Cities in October 2016 “Sinking Dreams II” Oil on Canvas by Vivien Kabar was donated to the House of the European Union to highlight the issue of children being ‘lost in the
New Paths to Social Inclusion for Safer Cities

system’. She is founder of Art against Violence Platform (Kunst gegen Gewalt).

Furthermore, a ‘picturebook’ of images painted and photographed during implemented workshops was produced as a video by Kaliyani Twyman during her internship with the UNESCO Club Vienna. The video featured the song ‘Peace Zone: Dignity and Justice for all’ to highlight the continuing relevance of the Universal Declaration of Human Rights using the ‘language of rap’ sung by Johnny Drastic.
Conference participants and organisers receive a round of applause.
Vienna, Austria - The 7th Conference on Global Citizen Education on “New Paths to Social Inclusion for Safer Cities“ took place on 11 October 2016 at the House of the European Union. Speakers included experts from the European Union, United Nations, City of Vienna, and civil society such as academics and educators from Europe and beyond. Speakers focused on the challenges and opportunities of worldwide migration in general and the recent influx of refugees into Europe in particular.

The conference was opened by **Georg Pfeifer**, Directorate-General for Communication and Information at the Office in Austria of the European Parliament. Mr. Pfeifer welcomed the fact that the conference on safer cities coincided with the 14th European Week of Regions and Cities in Brussels, where important projects and innovative approaches to cities and regions were being showcased. He hinted at important EU instruments aimed at safer cities and introduced a video message by **Othmar Karas**, Member of the European Parliament, about the opportunities of globalisation and the challenges to it, such as terrorism, extremism, hunger, poverty, and the increasing number of refugees. Reminding the audience that such challenges were transboundary, he stressed the importance of understanding the European Union as part of European solutions, with multilateralism as a key principle.

Following the opening speeches, the Chair of Panel I on "Social Inclusion for Safer Cities", **Roland Seeger**, Deputy Permanent Representative of the German Permanent Mission to the United Nations reflected on his work on migration issues in Germany and Austria including the development of instruments for dealing with newcomers to those countries.
The first speaker, Hannes Swoboda, President of the International Institute for Peace, former MEP and City Counsellor for Urban Planning, Vienna, criticised the lack of any real policies on inclusion for cities, adding that particular stress should be placed on housing, schooling and jobs. He was happy to see that Vienna had retained its own style of social housing and urged against the gentrification that might result from the more expensive housing projects in some areas. He considered kindergarten as an important entry-level for education and emphasised the need for learning to incorporate the different capabilities and capacities of each individual child. It was crucial that refugees and asylum seekers were not left to sit around in camps but were provided with work. Care should be taken to strike a balance between providing jobs to newcomers and ensuring the employment prospects of local people.

Yvonne Franz from the Institute for Urban and Regional Research at the Austrian Academy of Sciences introduced her project “Social Inclusion in Diverse Neighbourhoods“, a comparative study on Vienna, Amsterdam and Stockholm in which she examined the following questions: What dimensions of life are relevant to social inclusion? How can we conceptualise social inclusion? How can we measure the degree of social inclusion so as to classify our cities as being inclusive or not? She concluded that social inclusion requires open eyes and ears on behalf of those who are not easily heard or seen, and that it remains essentially a collective responsibility.

Shams Asadi, Head of the Human Rights Office of the City of Vienna, said that having a legal framework in place was crucial for inclusive cities. She stressed inclusion as a multi-dimensional process requiring collaboration with different stakeholders on all levels. For example, school authorities could make diversity work in classrooms; social and youth workers (not just the police) could help prevent the radicalisation of young people. Authorities must look at this topic from a human rights perspective.
A presentation on “Governing Safer Cities: Strategies for a Globalised World” was given by Anika Holterhof, Crime Prevention and Criminal Justice Officer at UNODC. She spoke of the global threats impacting city security: prevention was paramount but countries were often failing to invest adequately in prevention. There was an urgent need to strengthen data collection to reveal the true extent of the violence-related problems/risk factors and to develop effective action plans to fulfil Goal 11 of the 2030 Sustainable Development Agenda on inclusive, safe, resilient and sustainable cities. She emphasised the importance of Goal 16 in ensuring that a new vision of sustainable cities is grounded in the Rule of Law, good governance, safety and justice for all.

Finally, Michael Platzer from the Academic Council on the UN and Former Chief of Operations UN Habitat, Nairobi presented the audience with a reality issue, namely, that there are now around four billion people, that is, the majority of the world’s population, living in cities, under outdated governance structures. Referring to “the right to a city”, he explained that different minorities define themselves in different ways at different times which can antagonise other groups in the same space. Democratic consensus building was thus essential and urban issues had to be placed high on the agenda.

A presentation of the painting “Sinking Dreams” by artist Vivien Kabar followed after the first session. The painting was given as a gift to the House of the European Union. The Children’s Choir of the European School in Goldschlaggasse also performed.

Panel II on “Global Citizen Education as a Multicultural Tool for Peaceful and Inclusive Cities” was chaired by Peter Zoehrer, Journalist, FOREF Founder, and FOREF Representative to the OSCE. Mr Zoehrer said that education was a very powerful tool and that children needed to be taught about the concepts of inclusivity and tolerance from an early age - the most crucial time for
internalising such concepts to be internalised - and thereby increasing understanding about newcomers to our society.

The first speaker **Doris Berki Uhrlir**, Director of the European School in Vienna, gave a presentation on "Transmitting Values of Openness to Foreign Cultures, Immigrants and Pluralism: A Vienna School as an Example". She shared with the audience how her public primary school fosters diversity and inclusion among the pupils through first, second and foreign language education as well as subjects such as European Studies. She showed a short video on a diversity project of the children presenting the sentence „schön, dass du da bist“ ("how nice that you are here") in the various languages spoken and taught at the European School.

**Slawomir Redo**, Senior Adviser at the Academic Council on the United Nations System in Vienna presented the topic of urban social inclusion from an environmental justice point of view. In his presentation „Kids’ Stuff? Justice Education in a Multicultural City” he emphasized that a universal sense of justice can be attained not only theoretically but also practically through urban policies that facilitate caring for city’s habitat: public and green spaces. He then gave the example of a field project in Zurich’s primary and secondary schools as a best practice example for how to teach social inclusion of immigrants in schools. He further stressed that city’s space is the ‘space’ for the United Nations sustainable development ecumenical concept invoking ‘shared responsibility’ or ‘co-responsibility’ for safety. Urban participatory risk assessment tools, and local safety audits may be an instrument facilitating this co-responsibility. Finally, Dr. Redo expressed the hope that the City of Vienna will find inroads to advance civic education in the city’s public spaces and relevant institutions, in line with the goals set forth by the United Nations Sustainable Development Agenda 2016-2030.

**Amer Albayati**, Islam and Terror Expert, and President of the Initiative Liberaler Muslime Österreich (ILM Ö) spoke on “Looking
for New Inroads into Making Culturally Inclusive Cities: Vienna as a Case in Point”, where he emphasised the importance, for all refugees and foreigners, of cooperating with the Austrian authorities and fostering a common understanding that the laws of the host country take priority over the laws, customs and traditions of their home countries. The overall solution for living in harmony, he said, was a two-way process of direct regular dialogue.

**Hannes Kolar,** Director of Psychology Service of the Office of Youth and Family of the City of Vienna, gave a presentation on "Use of Technology for Traumatised Children". He used videoclips, which are free of charge and accessible in multiple languages, to illustrate how to counsel traumatised young people. He played a typical videoclip.

In a presentation on "Pre-school Education in Munich Kindergartens" **Rita Haverkamp,** Endowed Professor of Crime Prevention and Risk Management at the Faculty of Law at the Eberhard Karls University in Tübingen, Germany discussed the legal basis for pre-school education in Munich, the pedagogical principles behind it, and civic education in Munich kindergartens. She pointed out the problems of data collection, the growing demand for places in day care, and the lack of human capacity, with many unfilled job vacancies due to Munich’s high cost of living.

Panel 3 on “Safe Cities, the Role of Parents towards Social Inclusion and a Healthy Society“ was opened by **Peter Haider,** Director of UPF Austria. The first panelist **Stella A. Attakpah,** Managing Director of the Opportunity and Risk Management Institute in Ghana, gave a presentation on “Self-development, an Important Factor in Achieving Sustainable Development”. She showed how an education system can create segregation if it fails to cater for student’s individual capabilities and capacities, and contrasted the system with the natural process of self-discovery. A non-inclusive education system can give rise to drug use, radicalisation, and
poverty, to name a few. She called for a paradigm shift in education and the introduction of mediation into all sectors of education, showing how mediation can contribute to the achievement of the SDGs.

**Belinda Mikosz**, retired Director of Psychology Service of the Office of Youth and Family of the City of Vienna, gave a talk on “Different Ways to Provide Quality Education”. While all parents would wish to be good parents, she said, parenting is not easy. Given that today’s children will be tomorrow’s parents she put forward ideas for positive parenting and helping children cope with stress.

**Josef Missethon**, Managing Director of the Institut fu?r Talententwicklung (Institute for Talent Development), which runs two boarding schools for young unaccompanied refugees in Austria, talked about “Young Unaccompanied Refugees: No Parents – no Chance? How Stability, Values and Goals can Create a Safe Society. Experiences from Practice.” Mr. Missethon presented the example of a boarding school in Niklasdorf, Austria, where unaccompanied minors are taught German, basic skills, culture and values. The school also prepares them for an apprenticeship, which he considers the missing link between the problem of asylum seekers not being able to work and the decreasing number of apprentices in Austrian companies. Despite traumatic experiences, the opportunity to take up an apprenticeship gives unaccompanied minors a chance to become good citizens with benefits companies and society.

**Hannes Kolar**, Director of Psychology Service of the Office of Youth and Family of the City of Vienna, then presented a videoguide “Exbärte“ for parents, in which the teddy bear Fred gives parenting advice on different issues such as breastfeeding, parent-child bonding, safety, and pregnancy. These video clips are now available in five different languages and aim to help parents of all backgrounds with their children’s upbringing.
Panel 4 on “Core Value Pillars: Education of Heart, Enabling a Healthy Lifestyle, Best Practices” was chaired by Elizabeth Riedl, Director of WFWPI UN Office in Vienna. Maria Riehl, Founder of WFP Austria, gave a talk on “Four Pillars of Love in a Family” stressing the importance of mediation and dialogue for stability and harmony in a family as well as the role of parents as teachers of our children. Richard Vereš, and Marcela Magušinová, educators in Nitra and Bratislava, Slovakia, gave a presentation on “Healthy Character Education at School“, introducing “Free Teens“ to the audience, a programme in Slovakian schools established for the purpose of character education. Mr. Vereš underlined how crucial it is to inspire youngsters to think carefully about what is important to them in life and emphasised the role of parents in building good habits.

Zita Kiedler, Teacher at NMS Anton-Sattler-Gasse, Vienna, gave a talk about “Peer Mediation, a Project in Junior High School”. She presented how conflicts between pupils can be resolved in schools with a large diverse student body, including refugee children. Peer mediation is based on kids helping other kids solve problems. She explained how the programme came to be initiated, the process itself, and the requirements for successful peer mediation.

In the final presentation, “Peace lies in our Hands” Fran E. Wright, Programme Director of UNESCO Club Vienna and her colleague Foteini Kanatsouli reported on the importance of art education for achieving a culture of inclusion in relation to the fourth SDG on inclusive and quality education. They presented a video on the project “Peace lies in our hands” which showed how newcomers to a country were asked to share their vision of peace on canvas. Ms. Wright explained more about the workshops in Austria telling how the children would find consensus on what the final painting should look like, and the difficulties experienced by some refugee children who grew up in a war zone in coming up with a vision of peace.
The conference ended with a discussion. Elizabeth Riedl, Director of WFWPI UN Office in Vienna was thanked for organising the event. The hope was expressed that the Austrian government would take note of the contributions of civil society in this respect.
ANNEX

The children's choir of the European Primary School during the picture presentation by artist V. Kabar with the Unesco City Club Vienna
7TH CONFERENCE ON GLOBAL CITIZEN EDUCATION:

New Paths to Social Inclusion for Safer Cities

The House of the European Union
Wipplingerstraße 35, 1010 Vienna

9:00 am – 4:00 pm
October 11th 2016

Registration:
Renate Amesbauer
UN ECOSOC/DPI/NGO
General Consultative Status
renate.amesb@gmail.com
+43 (0) 650 7514073
9:15 am - Opening Speeches

- **Mag. Georg Pfeifer**, Directorate-General for Communication Information Office in Austria, European Parliament
- Video message by **Othmar Karas**, Member of the European Parliament

9:30 am – Panel 1
"Social Inclusion for Safer Cities"

- **Dr. Hannes Swoboda**, President of International Institute for Peace and Former MEP and City Counsellor for Urban Planning, Vienna
- **Dr. Yvonne Franz**, Academy of Sciences, Institute for Urban & Regional Research “Social Inclusion in Diverse Neighborhoods”
- **Dipl.-Ing.in Shams Asadi**, Head of Human Rights Office, City of Vienna
- **Ms Anika Holterhof**, Crime Prevention and Criminal Justice Officer, UNODC, Vienna “Governing Safer Cities: Strategies for a Globalised World”
- **Dr. Michael Platzer**, Academic Council on the United Nations System and Former Chief Operations UN Habitat, Nairobi
- **Pof. DI Dr.in Karin Stieldorf**, Technical University Vienna

**Chair: Roland Seeger**

Alternate Permanent Representative, Permanent Mission of the Federal Republic of Germany to the Office of the United Nations and other International Organisations in Vienna
10:45 am - Coffee break Children’s Choir European School Goldschlaggasse

11:00 am - Panel 2
“Global Citizen Education as a Multicultural Tool for Peaceful and Inclusive Cities”

• **Vdn Dipl.-Päd Doris Berki Uhrlír**, Director of Europe School, Vienna, “Teaching values of openness to foreign cultures, immigrants, and pluralism: A Vienna school as an example”

• **Dr. jur. habil. Slawomir Redo**, Senior Adviser, ACUNS “Kids’ stuff? - Justice education in a multicultural City”

• **Dr. Amer Albayati**, Islam and Terror expert, President of ILMÖ “Looking for new inroads into making culturally inclusive cities: Vienna as a case in point”

• **Mag. Hannes Kolar**, Director of Psychology Service, Office of Youth and Family, City of Vienna “Use of Technology for traumatised Children"

• **Prof. Dr. Rita Haverkamp**, Endowed Professor of Crime Prevention and Risk Management, Faculty of Law, Eberhard Karls University, Tübingen, Germany "Pre-School Education in the Munich Kindergartens"

Chair: Peter Zoehrer

Journalist, FOREF Founder,
FOREV Representative to OSCE

12:15 am – Lunch break
1:15pm - Panel 3  
“Safe Cities, the Role of Parents towards Social Inclusion and a Healthy Society”

- **Stella A. Attakpah**, MSc. Managing Director, Opportunity and Risk Management Institute, Ghana  
  “Self-development, an important factor in achieving sustainable development”

- **Dr. Belinda Mikosz**, retired Director of Psychology Service, Office of Youth and Family, City of Vienna  
  “Different ways to provide quality education”

- **Mag. Josef Missethon** Msc Med, Managing Director of Institute for Talent Development  
  “Young unaccompanied refugees: No parents – no chance? How stability, values and goals can create a safe society. Experiences from practice”

- **Mag. Hannes Kolar**, Director of Psychology Service, Office of Youth and Family, City of Vienna  
  „Exbärte“ - Video guide for parents

**Chair: Peter Haider, UPF Austria Director**

2:30 pm - Coffee break

2:45 pm - Panel 4  
“Core Value Pillars: Education of Heart, Enabling a Healthy Lifestyle, Best Practices”

- **Dr. Maria Riehl**, Founder of WFWP Austria  
  “Four Pillars of Love in a Family”

- **Mag. Richard Véreš, Mag. Marcela Magušinová**, Educators in Nitra and Bratislava, Slovakia  
  “Healthy Character Education at school“
New Paths to Social Inclusion for Safer Cities

- **Zita Kiedler**, BEd Teacher, NMS Anton-Sattler-Gasse, Vienna
  "Peer Mediation, a project in Junior High School"

- **Fran. E Wright**, Programme Director, UNESCO Club Vienna,
  “Peace lies in our Hands”

**Chair: Elisabeth Riedl**

**WFWPI UN Office Vienna, Director**

**4:00 pm – Boerse Café**

Children who are being ‘lost’ in the system from the series “Sinking Dreams”
Picture Presentation Donation by Vivien Kabar with the UNESCO Club Vienna

“Art Against Violence 2014”
Awarded by the Interior Ministry and the Criminal Investigation Department of Austria

“Silver Plaque” 2011
Awarded by the Robert Schuman Institute and the European Parliament (Dr. Dino Di Gregorio)

“Artis Laudabilis” diploma and prize 2008
Awarded by the Europa Authentica Cultural Organization

Vivien Kabar
Sinking Dreams II oil on canvas, 50x60
The conference hosted not only insightful panel discussions but also a Picture Presentation Donation by artist Vivien Kabar with the UNESCO City Club Vienna. As founder of the "Art Against Violence" Platform, Ms Kabar was awarded by the Interior Ministry and the Criminal Investigation Department Austria in 2014. The picture represents the children who are lost in the system and was received by Mag Pfeifer on behalf of the EU House in Vienna.
New Paths to Social Inclusion for Safer Cities
Performance of the Children’s Choir

European Primary School, Vienna

The Children’s Choir of the European Primary School Goldschlag-gasse gave a musical performance in an introduction to the second panel on “Global Citizen Education as a Multicultural Tool for Peaceful and Inclusive Cities”