



Society of the Sacred Heart at the UN

STATEMENT BY CASA GENERALIZIA DELLA SOCIETA DEL SACRO CUORE (SOCIETY OF THE SACRED HEART) FOR THE INFORMAL DIALOGUE WITH THE CO-FACILITATORS DURING THE FIFTH THEMATIC CONSULTATION ON THE GLOBAL COMPACT ON MIGRATION

SMUGGLING OF MIGRANTS, TRAFFICKING IN PERSONS AND CONTEMPORARY FORMS OF SLAVERY, INCLUDING APPROPRIATE IDENTIFICATION, PROTECTION AND ASSISTANCE TO MIGRANTS AND TRAFFICKING VICTIMS

Thank you Co-facilitators for the opportunity to address this thematic session on behalf of Casa Generalizia della Societa del Sacro Cuore (Society of the Sacred Heart.) We make 3 points that build on 217 years of educational experience of over 2000 members, and associated networks, that span 41 countries.

1) A Gap: Migrant children and youth lack access to education

First, all persons have a right to education. However, increasing numbers of children and youth are being denied opportunities for inclusive and quality education when they are fleeing from poverty, unresolved conflicts or environmental disasters due to climate change. This means that their very identities, the core of who they are is being shaped primarily by experiences of migrating.

Further, those who flee through smuggling networks are disproportionately at risk of being trafficked and enslaved, whether within or outside of their countries of origin. It is well known that traffickers prey on those whose identities have been compromised. Youth who are denied an education and who desperately want to learn can be lured by a trafficker with the offer to realize the dream of an education (based on a true story).

2) Key Policy Priority: Integral, Inclusive and Quality Education (SDG#4)

Second, a key policy priority to be included in a Global Compact on Migration is a strong thrust for inclusive and quality education opportunities to be provided to all children and youth who are on the move – both accompanied and unaccompanied.

Integral education¹ is inclusive, quality education. It promotes the development of the whole person for the humanization of the world. Integral education understands how

¹ Integral education is inclusive, quality education. It is life-long and involves the whole person, body, mind, emotions, spirit. It is experiential, contextual, analytical, and human rights based. It takes into account the place of the individual within social systems, and the place of human societies as part of the larger Earth community. A goal of popular education is to humanize the world so that no one is left behind.

identity is shaped by building human capacity. Strong identity formation is an effective measure to protect persons affected by forced migration and who are vulnerable to being trafficked.²

Integral education can help prevent both the push and pull factors involved in human trafficking and smuggling. Integral education promises to increase human capacity for leadership that humanizes the world, and does not exploit human societies.

3) Best practice: Recognize migrant children and youth as agents for social transformation

Third, popular education is one methodology of integral educational that is practiced in networks of the Society of the Sacred Heart. It provides a way to recognize children, including those who are affected by migration, as partners and agents for social transformation for a sustainable future.

Through the dialectic process [of popular education] children reflect on their contexts in a critical and deep way to understand the underlying roots of the situation. It is a process fundamentally characterized by equity, respect, solidarity and the common good. In relationship and dialogue they do not merely acquire knowledge; they co-construct it which, in turn, leads them to generate transformative actions in their communities and in society.³

The international community recognizes the need for a Global Compact for Safe, Orderly and Regular Migration. This policy must include recommendations for the practice of inclusive and quality education that equips children, and youth, to build their human capacity wherever they are along pathways of safe, orderly and regular migration. Integral education is one important policy priority. Popular education is a concrete tool for this achievement.

² A social attitude that prohibits persons from accessing integral education is non-recognition of human identity. Human identity is often confused with identification. Non-recognition of the human identity of those who migrate can contribute to their self-identity as vulnerable and can lead to their exploitation. For example, for those who have no option but to migrate often do so without legal documentation. Social attitudes often wrongly confuse their human identity with legal forms of identification. However, first and foremost each one has a right to be recognized as a human being and as such has human rights, which includes the right to education.

³ Children as Agents for Social Transformation for a Sustainable Future, Statement submitted by Casa Generalizia della Societa' del Sacro Cuore and Society of Catholic Medical Missionaries, non-governmental organizations in consultative status with the Economic and Social Council, presented at the Fifty-fourth session, Commission for Social Development, 3-12 February 2016, Follow-up to the World Summit for Social Development and the twenty-fourth special session of the General Assembly: priority theme: rethinking and strengthening social development in the contemporary world, page 3. Source: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/357/45/PDF/N1535745.pdf?OpenElement>.