



IOM International Organization for Migration  
ООН Служба Благотворительности Миграции  
МОМ Международная Организация по Миграции



United Nations Entity for Gender Equality  
and the Empowerment of Women





*Put Every Child  
in School*

*Improve the Quality  
of Education*

*Foster Global  
Citizenship*

## About the new global initiative

*On September 26, UN Secretary General Ban Ki-Moon officially launched a new global initiative in the sphere of education - Education First - the purpose of which is to achieve universal education available to every child, without any restrictions, improve the quality of education as well as ensure a respect to human rights through education. The new initiative called on to mobilize all partners for achieving one of the Millennium Development Goals – comprehensive primary education by 2015, identified three important priorities, namely Put Every Child in School, Improve the Quality of Education and Foster Global Citizenship. Gordon Brown, former UK Prime Minister, and Irina Bokova, UNESCO Director General, are appointed as Special Envoys for the implementation of a new initiative<sup>1</sup>.*

### UN Convention on the rights of the child

#### Article 2

States Parties shall respect and ensure all rights, ..., to each child who are within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other circumstance.

#### Article 28

States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular introduce free and compulsory primary education;...

---

<sup>1</sup> More information on the initiative can be obtained from [www.globaleducationfirst.org](http://www.globaleducationfirst.org)



Universal access to education is declared as a universal right of every human in a number of international treaties on human rights, including the Universal Declaration of Human Rights, International Covenant on Economic, Social and Cultural Rights, Convention on the Elimination of All Forms of Discrimination against Women, the Convention on the Rights of the Child and etc. In addition, in 2000, an access to education has been identified as one of the Millennium Development Goals and the UN member states must provide for achievement of these goals by 2015.

## **Universal access to education – Who is excluded?**

UN Council for Human Rights has repeatedly addressed and still addresses the issues of access to education for all. Some of the Council's suggestions and recommendations have been made in terms of bridging the gap in education for specific vulnerable groups, in specific areas and situations (conflict and post-conflict), according to the needs of different vulnerable groups. Thus, in its Resolution 8/4 as of September 29, 2010, the UN Council on Human Rights insists on increased efforts aimed at achieving goals in the sphere of education by 2015, in particular by addressing the remaining economic and social inequalities, including on the basis of factors such as income, gender, location, ethnicity, language and disability.



By this resolution, the Council called on all UN States to ensure the right to education for **migrants, refugees and asylum seekers, and internally displaced persons**, including in accordance with international obligations, to make every effort to:



- *«eliminate discrimination in relation to such persons in access to all types and levels of education;*
- *facilitate such persons in their successful integration in the regular school system;*
- *remove barriers on the way to education for such persons, including language barriers, through, inter alia, ensuring that within the education system a tolerance is encouraged and a diversity is respected, including religious and cultural diversity, human rights are respected and an appropriate flexibility with regard to the documentation requirements for participation or registration in the education system is ensured;*
- *promote the experience study in the sphere of education and the needs of such persons as well as development or improvement of mechanisms to monitor the results of their study;*
- *promote hiring teachers representing corresponding groups of populations and providing support to teachers and other staff who work with such persons, in particular by assisting the integration of cross-cultural education in the training of teachers;*
- *facilitate the participation of migrants, refugees, asylum seekers and internally displaced persons in the planning, development, implementation and evaluation of appropriate policies and programs;*
- *share best practices in education of migrants, refugees, asylum seekers and internally displaced persons» .*

UN Special Reporter on the issues of education underlines that assurance of the right to education depends on the political will of the state. The limitedness of resources, the necessity to pay off public debt and economic crisis, which are identified by states as a reason for not complying with its commitment to achieve universal access to education can't serve as a justification. In his report "The right of migrants, refugees and asylum-seekers to education" (April 2010), the Special Reporter noted that in order to eliminate discrimination and ensure integration and social justice for migrants, refugees and asylum seekers, the guidelines governing access to education should be aimed at their inclusivity at all levels of education.



***Providing every child with a decent education is our commitment!***



**Education First**

The UN Secretary-General's Global Initiative on Education



## Access of the migrant workers' children to education in the Republic of Kazakhstan – key facts:

- Order № 468, as of September 28, 2012 issued by the Minister of Education and Science of the Republic of Kazakhstan excludes the children of seasonal migrants from the learning process - children of foreigners and stateless persons permanently residing in the Republic of Kazakhstan, as well as persons who temporarily reside in the Republic of Kazakhstan (refugees, asylum seekers, consular officers, employees of diplomatic institutions, migrant workers, *with the exception of the seasonal and frontier workers*) are accepted in the education institution to get preschool, primary, basic secondary and comprehensive secondary education and have the same rights as the citizens of Kazakhstan
- Lack of documents or expired passports, registration problems, a forced change of the residence place are the main reasons why the migrants' children don't go to school. According to the survey conducted by Children's Fund of Kazakhstan among 360 workers: 24% of respondents reported that their children do not attend school due to lack of registration, absence of any documents, lack of funds to purchase an appropriate school supplies or due to the reason that children work with their parents and etc.
- There are no special programs or techniques for migrant children; however it is necessary to develop programs that provide for a combination of both study and work.
- It is observed cases of occurring conflict situations caused by local population that are manifested as a "rude behavior" at school, as well as sometimes a "negative and contemptuous attitude" towards migrants in everyday communication.
- In 2010, the UN Committee on Economic, Social and Cultural Rights expressed its concern about the "systemic discrimination against migrants, refugees and asylum seekers in relation to their economic, social and cultural rights" and insistently called on the Republic of Kazakhstan "to remove all barriers to the effective implementation of the economic, social and cultural rights of migrants, refugees and asylum seekers, including in the area of social services, education, employment, health care and protection of the family values".

## **REAL INTEGRATION begins from here**

**kazakh,  
kyrgyz,  
korean,  
russian,  
tajik,  
ukranian,  
uzbek.....-**

## **CLASSMATES ALL TOGETHER STUDY IN USUAL ALMATY SCHOOL AND COMREHEND THE FRIENDSHIP OF NATIONS!**

Within the regional program on migration in Central Asia, implemented jointly by the International Organization for Migration, UN Women and the World Bank with the support of the UK Government, it is developed a strategy for the social integration of migrant workers in the host community for the pilot regions of Kazakhstan - Almaty city and South Kazakhstan Province (SKP). The main aim of the strategy is to create a favorable migration climate taking into account needs and requirements of migrant workers and their family members, based on the effective measures to prevent discrimination and ensure social cohesion. In terms of access to education for migrant children the strategy assumes the following steps:

- develop measures to integrate children of migrant workers through the educational institutions of Almaty city at all levels - from pre-school to higher professional levels;
- expand the prospects of integration and intercultural contacts by creating opportunities to learn Kazakh and Russian languages for migrant workers and their children;
- create conditions for the active involvement of young immigrants in the work of the city based youth organizations, including education institutions;
- conduct regular campaigns together with Small Assembly of Kazakhstan based in Almaty to inform migrant workers on the national legislation in the sphere of education, the rules of enrollment to the country educational institutions and etc.

Overall, the strategy emphasizes the importance of access to education for migrant children as an important and essential condition for their integration into the host society. The importance of equal access to education for migrant children in the destination country is also evidenced by the positive experience of the existing integration of migrant workers in the host society, the characteristics of which is the recognition of a human as a supreme value of education space and provide assistance in the development of man as a person, the protection of his or her identity and provide conditions for its educational and creative self - fulfillment. Only under these conditions the education will ensure the humanization of relations among people and promote support and protection of universal human rights for all people without exception as priority goals for sustainable development of the country.

## Recommendation on providing equal access to education for the children of migrants workers

### For Republic of Kazakhstan:

According to commitments taken by the Republic of Kazakhstan as the party that have ratified the UN Convention on the Rights of the Child, it is necessary to ensure **easy access to schooling for the children of migrant workers regardless of migration status on the same terms that are applicable to children of the migration destination country.**

There to the below following should be addressed:

- Approve at legal ground non –admission of discrimination cases in terms of the right to education for children of seasonal migrant workers and take account for migrant children to ensure their full enrollment by education system;
- Bring in compliance “The rules for getting pre-school, primary, basic secondary and comprehensive secondary education by foreigners and stateless persons permanently residing in the Republic of Kazakhstan” with the Constitution of the Republic of Kazakhstan, the laws of the Republic of Kazakhstan “On Education” , “On child’s rights” and international agreements in the sphere of human rights ratified by the Republic of Kazakhstan;
- The Ministry of Education and Science of the PK in article 2 “Regulations of obtaining pre-school, primary, basic, secondary and comprehensive secondary education by foreigners and stateless persons permanently residing in the Republic of Kazakhstan” , approved by the Order #468 of the Minister of Education and Science of the Republic of Kazakhstan as of September 28, 2010 (hereinafter the Regulations), the words in brackets “(refugees, asylum seekers, consular officers, employees of diplomatic missions, migrant workers, with the exception of seasonal and marginal workers)” should be deleted because they reduce its effect, because it does not take into account migrants of all categories in accordance with the Law #477-IV «On Migration of population» as of July 22, 2011;
- In paragraph 4 of the Regulations it is required to amend the norm “the document on right of permanent residence in the Republic of Kazakhstan with the note on registration at the place of residence», as registration at the place of residence is not written down in documents listed in this paragraph but in the book of the citizens’ registration. It is offered to exclude from paragraph 4 the words «with the note on registration at the place of residence» after the enumeration of identification documents and add the words: *«the document, confirming the registration at the place of permanent residence (address reference or reference issued by akims of the village and /aul)»;*
- In paragraph 5 of the Regulation replace the phrase, «documents referred to in paragraph 4 of this Regulation, *with the note on registration at the place of residence, or a copy of the migration card*» *replace with «documents identifying parents or other legal representatives, referred to in paragraph 4 of these Regulations and document that proves registration at the place of permanent residence (information about address or reference the rural and / or aul akims)»*
- The Ministry of Education and Science of the RK to protect the children’s rights of the seasonal foreign workers to free education in accordance with the Convention on the Child’s Rights make amendments into the order of the Education and Science Minister of the Republic



of Kazakhstan as of September 28, 2010, # 468 «On approval of obtaining the pre-school, primary, basic secondary and comprehensive secondary education by foreigners and stateless persons who permanently reside in the Republic of Kazakhstan». Specifically, it is suggested to exclude the word «seasonal» in paragraph 2 of the Regulations, and in the Law of the RK «On Education» as of October 24, 2011, include the term «temporarily staying migrants» into the Article 8, paragraph 2»;

- To protect the rights of children of seasonal foreign workers to free education in accordance with international standards and norms to make amendments to the order of the Minister of Education and Science of the Republic of Kazakhstan as of September 28, 2010, # 468 «On approval of obtaining preschool, primary, basic secondary and comprehensive secondary education by foreigners and stateless persons permanently residing in the Republic of Kazakhstan. «Specifically, in paragraph 2 of the Regulations it is proposed to exclude the word “seasonal»;
- Prosecutor General’s Office of the RK, Ministry of Education and Science of the RK conduct a regular joint monitoring with the civil society organizations and diplomatic missions of the migrants’ countries of origin to assess equal access to education and conditions of study for the migrant workers’ children;
- Akimats conduct a comprehensive policy of adaptation and integration of the migrants’ children which excludes formation of creating conflict environment; link such actions with the principle of good neighborhood and tolerance;
- Promote free opportunities for additional study of the state language for preschool and school-age children from families of migrant workers;
- Provide free medical care and prophylactic medical examination for children of migrant workers to improve the overall epidemiological situation in schools;
- Develop informational database regarding the migrants’ children by creating mechanisms of the information exchange among various countries on the basis of special agreements to control the situation of receiving a comprehensive education by the migrants’ children and combat with homelessness and children’s employment;
- To promote integration of the migrants’ children into host country including also through educational institution it is necessary to strengthen extra class work on the basis of schools (collective approaches, joint travels of children, collective competitions, social drafting of designs with participation of children, for instance development and maintenance of the school web sites’ functioning), with the help of grant’s programs for development of public initiatives in this sphere;
- Explore opportunities to develop a Neighborhood Code in the migrants’ destination countries at local level, as well as support for existing structures for more close work with women - migrant workers and children and help to solve their problems in terms of access to education. Involve the existing structures of the Commissioners for Human Rights, a network of non-governmental organizations for public monitoring the situation of the migrants’ children and provide assistance in implementation of necessary projects to improve their adaptation in the host society;
- Render assistance to the civil society organizations and parents’ committees including through the support of initiatives aimed at providing assistance to adaptation and integration of the migrants’ workers in the host society.



### **For the countries of labor migration origin:**

- It is necessary to keep records of children leaving the country for labor migration with their parents, and develop a database on migrants' children and ensure regular exchange of information with the destination countries on the basis of special agreements to control the migrants' children education and address homelessness and child labor exploitation;
- It is necessary to promote expanding free opportunities in terms of additional study of the state language in destination countries for preschool and school-age children from families of migrant workers before they leave the country for migration;
- Within the framework of activity with regard to preparation of citizens for labor migration it should be included the issues of social integration of migrants' families in the host society. It should be undertaken all possible efforts to strengthen the education of the younger generation towards good relations among people, respect the laws and traditions of the destination countries;
- Through local Mass Media deliver more about the culture of different nations, the positive experience of their interaction and inculcate a culture of social intercourse and good neighborliness;
- Contribute to conducting a regular research on condition of the migrant workers' children in the countries of destination and origin of migration, with a special focus on access to education at all levels as well as conduct a regular public monitoring to assess the equal access to education;
- Use Parliamentary tools to control the situation in the sphere of the migrants' children education;
- Involve trade unions to provide support for migrant workers and their families, the employers' organization to implement the ideas of corporate social responsibility in the form of joint activities to create an environment for education and development of all children without exception, take them out of the worst forms of child labor.



Photos:

G. Mansurova (Tajikistan),

A.Golubchik (Russia),

Yu.Ogorodnikova (Russia),

G. Gunter (UN Women, Kyrgyz Republic)



**Education First**

The UN Secretary-General's Global Initiative on Education