

Extraordinary Issue II

# NEWSLETTER

## Mobilizing for Action



World Family Organization  
Organisation Mondiale de la Famille  
المنظمة العالمية للأسرة



Dr. Deisi Kusztra  
President

## Families in Balance

Embracing the Education for All goals

A Global Mobilization towards the Achievement of the MDG 2



## WORLD FAMILY SUMMIT +6

Dear Participants!

Welcome to the World Family Summit +6!

We, at the World Family Organization, are very proud to receive you once again, this year in Paris, city of lights, and in special at Disneyland® Paris complex at its most enchanted moment of the year.

The World Family Summit +6 is a very special one because we will work on the MDG 2 – Achieve Universal Primary Education – in a more comprehensive approach, according to the experience of the very successful UNESCO's Movement "Education for All", joined by WFO in 2002.

There is no doubt that the UNESCO's Education for All Global Monitoring Report, issued in March 2010, has enlighten us on how to target this comprehensive approach and prepare the main themes of our Summit focusing the 6 Objectives of the Education for All Goals. Family and Education is a strong binomial and the pillar to strengthen Families to

face the challenges of this new century, especially in the countries where development is still giving their initial steps.

The World Family Summit +6 main theme "FAMILIES IN BALANCE: Embracing the Education for All Goals - A Global Mobilization towards the Achievement of the MDG2", promises to be very participative in discussions, reflections, decisions and commitments, strengthening our position in the international, national and local arena in advocating for the implementation, especially at the local level and in the Family of the 6 objectives of the Education for All Goals.

Dear Participants, we are happy to host you and to count with your full energy in giving your contribution to the process of development and to the legacy we have to leave to the future generations which undoubtedly will not happen if "Education for All" will not be achieved.

*«The World Family Summit +6 is a very special one because we will work on the MDG 2 in a more comprehensive approach, according to the experience of the very successful UNESCO's Movement "Education for All", joined by WFO in 2002.»*

## *Message from the Executive Board*



The World Family Organization, in partnership with the United Nations DESA ECOSOC Office for Support and Coordination, the United Nations DESA NGO Branch, the UN NGO Inter-Regional Network – IRENE, the UNESCO – Education for All Movement and the International Association of Economic and Social Councils and Similar Institutions, have the honor to invite you to the World Family Summit +6, to be held from 3 to 5 December 2010, in Paris, France.

Since the year of 2004, when the first World Family Summit was accomplished in Sanya – China, this annual event continues to be the biggest partnership towards making the present and the future world with more peace, security, justice, tolerance, solidarity, prosperity and integrated by mobilizing and promoting the basic cell of society – the Family – and a legacy to the future generations, through the engagement of all sectors of society in a “Learning – Dialogue – Action” process.

We also are proud to announce that, in this event, we will celebrate the 6th Anniversary of the World Family Summit, under the theme “Families in Balance – Embracing the Education for All Goals – A Global Mobilization towards the Achievement of the MDG 2 – Universal Education”.

The World Family Summit +6 encompassing, the UN ECOSOC 2011 main theme, the MDG 2, will aim at reviewing the current global and national trends and challenges and their impact on Education in all sectors of society.

It will also provide a new opportunity for discussion and reflection on how countries, governments, parliamentarians, judicial systems, private sector and civil society are approaching the issue and will adopt the Paris Declaration on the MDG 2 + Approach, which will be submitted to the United Nations as the first proposal on Education taking into account the Family perspective.

In view of the above, the World Family Organization is pleased to welcome you in the World Family Summit +6, in the certain that your participation will add a very special value to the outcomes of the Summit.

# *Message from Her Royal Highness Princess Haya*



**HRH Princess Haya Al Hussein**

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Good morning. Best wishes from Dubai to all of you attending the World Family Summit.

I am really pleased to see that you have focused this year on education. Progress toward "Education for All" is one of the most important of the UN Millennium Development Goals. Our target is universal primary education for all children by 2015. As a UN Messenger of Peace, one of my jobs has been to push for more progress towards those goals.

The news on education at the last review by the UN in September was mixed. The trends are favorable in much of Asia, Latin America, and the Middle East and North Africa, but we are falling short in South Asia and far more so in sub-Saharan Africa.

Education is certainly the highest priority for us in Dubai and the UAE. HH Sheikh Mohammed created a \$10 billion fund in 2007 to create universal education in the Arab world and strengthen its quality. Some countries have made remarkable advances -- primary school enrollment in Ethiopia, for example, has risen 15.5 million -- a stunning 500 percent increase over the past decade. But there are some special challenges that may well slow us down if we do not find ways

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to meet them. In particular, it has proved far harder to get both rural and disabled children into schools. Infrastructure and other costs are often higher in reaching these children.

There is another underlying issue which does not get that much attention that I would like to highlight today -- child nutrition.

Hungry and malnourished children cannot learn like other students. Investing in education makes little sense if young students are so damaged by hunger that they cannot concentrate and learn. The children most deeply affected by hunger are often limited in their learning capacity very early in life -- a handicap many never fully overcome. This is why early child nutrition interventions should be the number one priority for development aid -- higher than any other type of assistance. Malnutrition should not handicap any child -- yet severe malnutrition is destroying the lives of 20 million a year. But it is not only a moral issue, it is an economic one as well. The World Bank has calculated the huge economic costs of malnutrition. People who are malnourished lose more than 10 percent of potential lifetime earnings and many of their countries lose 2-3 percent of GDP each year.

Fortunately, the attention of the aid community is directed more these days on combating early child malnutrition. After a series of articles in 2008 in the UK medical journal "The Lancet", MSF, UNICEF, WFP and others began to focus not just on therapeutic foods to overcome severe malnutrition in young children, but also new specially formulated foods aimed at prevention. Now a host of new food products are being developed, with some even manufactured in developing countries themselves.

Another aspect tying the success of education to nutrition is a simple thing called "attention span". Have you ever tried to get a hungry child to pay attention? It's not easy. My own three-year old daughter is -- of course -- wonderful, charming and an excellent little student -- unless she is hungry. A number of studies in the US have shown a direct correlation between good test scores and how recently a child had a meal with an adequate level of carbohydrates. So not only do we need to ensure that young children are properly nourished at home, we need to ensure that provision is made for midday meals. That often means school feeding. For decades, the World Food Programme and others have done some remarkable work in developing countries in setting up and supporting national school feeding networks. These networks can even help rural small farmers if the government purchases food locally.

Can we end child hunger? Truthfully, it is reasonable to be a bit pessimistic. After all, the overall numbers of hungry people have actually been trending up, not down, since the mid 1990s. Of all the Millennium Development Goals, we have done worst on cutting the prevalence of hunger. In fact, nearly a billion people are still chronically hungry today. Nevertheless, some countries are

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turning things around -- sometimes dramatically. The star performer is Ghana. After years of climate disasters and civil war, Ghana has emerged as the only African country that is on track to meet the MDGS. Hunger among Ghanaian children has been reduced by half since the 1980s.

The payoff educationally and economically for ending child hunger would be enormous. A University of California study in Guatemala showed that boys given a nutritional supplement as babies went on to perform far better in school and earned nearly 50 percent more as adults. The question is and has always been political will. I hope all the members of the World Family Organization will add their voices to the call to end hunger among all our children -- and soon.

Thank you so much for your time and I wish you a successful meeting.

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UNITED NATIONS

**Mr. Nikhil Seth**

Department of Economic and Social Affairs

Director of the ECOSOC Office for Support and Coordination

## *Message from the United Nations*

### **MESSAGE FOR THE WORLD FAMILY SUMMIT+6 FAMILIES IN BALANCE: EMBRACING THE EDUCATION FOR ALL GOALS**

The World Family Summit +6 comes at a time when discussions about education, partnerships and capacity building to accelerate the achievement of the internationally agreed development objectives at the 10th anniversary of the Millennium Development Goals are at the top of the United Nations and the international community agenda.

Last September, world leaders came to the United Nations General Assembly High Level Plenary Meeting to review progress made in the implementation of MDG and pledged themselves to a bold action plan to achieve all Goals, including MDG2, by 2015, fully recognizing the transformative role education plays in building stronger societies. Next year the Economic and Social Council will have as its theme the implementation of the MDG on education.

Education is the glue behind achieving all Millennium Development Goals and a powerful engine for development as it transforms both, human lives and economies. It is the right of every child, girl and boy, and every woman and man in the world.

Education is central to our efforts to breaking the cycle of poverty for millions of the world's most disadvantaged and vulnerable people. It broadens peoples' freedom of choice and action, raises economic productivity, empowers them to participate in economic and social lives of their societies and equips them with the skills they need to develop their livelihoods and help their families.

By educating people, in particular women and girls, we will help and lower maternal and infant mortality, improve nutrition, promote health, fight HIV/AIDS and trigger a transformation of society as a whole -- social, economic and political.

If we are to succeed in our efforts to build a healthier, peaceful and equitable world, education must take its rightful place among highest priorities of the MDGs.

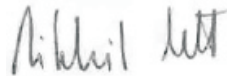
Much progress has been made since 2000: the number of children out of school has decreased by 33 million since 1999, with sharpest declines in sub-Saharan Africa and South Asia; the number of girls out of school declined from 58 percent in 1999 to 54 percent now.

Yet more than 72 million children of primary age were not in school in 2007.

There can be no more excuses. No more broken promises. We all Governments, civil society, the private sector and the United Nations have to work much harder to meet our education targets.

I would like to take this opportunity to thank the World Family Organization and thousands of non-governmental and civil society organizations all over the world for your strong commitment to providing education for all. Your support for the elimination of school fees and other costs, for policies designed to help girls stay in school and increase investments in education, your vigorous action to reduce adult illiteracy and advocacy for the right to education and lifelong learning are crucial in our follow up to the 2010 Summit to achieve all MDGs.

I strongly hope that the World Family Summit +6 will provide valuable inputs into the outcome of the substantive session of ECOSOC in July 2011 and the follow up to the 2010 Summit – both events setting the world firmly on a course to building a better world in the 21st century.



**Mr. Nikhil Seth**

Director of the Office for Support and Coordination  
United Nations Economic and Social Council



**Mr. Patrick Venturini**  
AICESIS

International Association of Economic and Social Councils and Similar Institutions

## *Message from Aicesis*

### **AICESIS Message to the World Family Summit +6**

*On the occasion of the 6th Anniversary of the World Family Summit, under the theme "Families in Balance – Embracing the "Education for All" Goals – A Global Mobilization towards the Achievement of MDG2 – Universal Education"*

The International Association of Economic and Social Councils and Similar Institutions (AICESIS), founded in 1999, is composed of sixty member councils from four continents. AICESIS is closely linked to the work of the United Nations Economic and Social Council (ECOSOC), as well as the International Labour Organization (ILO). Its member councils are consultative institutions that bring together organizations representing the social partners and other stakeholders of civil society, which are essential components of participatory governance in modern society.

AICESIS and its member councils are deeply committed to achieving the United Nations Millennium Development Goals and to the other economic and social objectives of the United Nations. To that end, we seek to mobilize our national member councils in realizing shared economic and social goals. We also cooperate with other non-governmental organizations to this end.

The eight Millennium Development Goals (MDGs) are interconnected, but are related in fundamental ways to achieving the goal of "Education for all." It is important to stress that in 2002, the Economic and Social Council of the United Nations highlighted Health and Education as its main theme and adopted declaration providing policy guidance and recommendations for action. In particular, paragraph 15 of that Ministerial ECOSOC Declaration included the following:


"We, the Ministers and Heads of Delegations...believe education is one of the most powerful instruments for human resources development, a key factor in reducing poverty. We stress that education is a key strategic factor for development in an increasingly integrated and knowledge-based economy. Education can also contribute to sustainable development, promoting a balance among economic goals, social needs and ecological responsibility.

Education should also contribute to better communication among people of various cultures and languages, leading to mutual respect and tolerance. We therefore accord high priority to ensuring all children have access to and complete primary education that is free, compulsory and of good quality..."

Education is a critical factor for all of the national economic and social councils that comprise the membership of AICESIS. It is intrinsic to issues of gender equality, human rights, social and economic development, environmental protection, welfare of children and youth, health and even questions of peace and security.

For the above reasons, AICESIS is pleased to endorse the efforts of the World Family Organization in celebrating the 6th Anniversary of the World Family Summit, under the theme "Families in Balance – Embracing the Education for All Goals – A Global Mobilization towards the Achievement of MDG2 – Universal Education." This theme will contribute to the 2011 ECOSOC Annual Ministerial Review on "Implementing the internationally agreed goals and commitments in regard to education."

AICESIS supports the aims of the World Family Summit +6 to review the current global and national trends and challenges and their impact on education in all sectors of society. Education is the foundation on which all successful families are built. We look forward to cooperating with the World Family Organization in contributing to ECOSOC's 2011 Annual Ministerial Review and in furthering the goal of achieving education for all.



**Mr. Patrick Venturini**

AICESIS Secretary General

International Association of Economic and Social Councils and Similar Institutions

# Program

## DAY 1 - December 3rd 2010

**8:00 - 17:30** REGISTRATION

**9:00 - 10:30** OPENING CEREMONY

**10:30 - 10:45** Coffee-Break

**10:45 - 11:30** MINISTERIAL ROUNDTABLE

**Moderator:** H.E. Dr. Deisi Kusztra – WFO's President

**Angola** H.E. **Genoveva da Conceicao Lino** – Minister of Family and Women Promotion

**Brazil** H.E. **Marcia Lopes** – Minister of Social Development

**Malaysia** H.E. **Dato Sri Shahrizat Abdul Jalil** – Minister of Women, Family and Social Development

**Portugal** H.E. **Idália Moniz** – Ministry of Labour and Social Solidarity – Secretary of State

**Tunisia** H.E. **Bebia Bouhnaq Chi** – Minister of Women and Family

**Turkey** H.E. **Selma Alyie Kavaf** – Minister Responsible for Family, Woman, Children and Disabled

**11:30 - 12:15** NGO ROUNDTABLE

**Moderator:** Mr. Rupinder Bedi – WFO's Advisor

**United Kingdom**

Mrs. Valerie Wood-Gaiger MBE - Learn with Grandma Organization

**Brazil**

Prof. Marineide Tulio Look - Dom Bosco College

**France**

Mr. Marc Pievic - Fondation Ostad Elahi - Éthique et Solidarité Humaine

**12:45 - 14:00** LUNCH

## DAY 1 - December 3rd 2010

### 14:00 - 15:30 SUCCESS STORIES I

**Moderator:** Mr. Eric DeWasch - WFO's Advisor

Success Story I: **Spain**

Mr. Salvador Macias Fernandez  
*ASDES - School Sports and Solidarity Association*

Success Story II: **Indonesia**

Mrs. Aditya Dipta Anindita  
*SOKOLA Organization*

Success Story III: **South Africa**

Mr. Jake Aird  
*The Family Africa*

Success Story IV: **France**

Mr. Richard Steyer  
*INFA - Institute de Formation*

15:30 - 15:45 Coffee-Break

### 15:45 - 17:15 SUCCESS STORIES II

**Moderator:** Mrs. Elisabetta Maggi - WFO's Advisor

Success Story I: **Germany**

Mr. Ulrich Paschold  
*Ministry of Family Affairs*

Success Story II: **Portugal**

Mrs. Maria do Rosário Fidalgo  
*Commission for Citizenship and Gender Equality*

Success Story III: **Brazil**

Mr. Luzo Fernandes  
*Porto Barreiro Municipality - Paraná State - Brazil*

Success Story IV: **Tunisia**

Mrs. Sonia Ben Haddoud  
*Tunisian Mothers' Organization*

20:30 **OFFICIAL WELCOME DINNER**

**DAY 2 - December 4th 2010****8:30 - 10:00 PLENARY SESSION I****EFA GOAL 1****Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.****Justification**

Early Childhood Care and Education can create the foundations for a life of expanded opportunity, or it can lock children into a future of deprivation and marginalization. There is strong and growing evidence that high-quality care in the early years can act as a spring board for success in school. Early Childhood Care and Education provides vulnerable and disadvantaged children with a chance to escape poverty, build a more secure future and realize their potential.

This Session will discuss the many challenges in planning, organizing and delivering Early Childhood Care and Education, the priority that should be given by governments in delivering Early Childhood Care and Education as well as how to guarantee the access, the holistic approach and the institutional responsibility of governments, civil society and Family in the expansion of the Early Childhood Care and Education.

**Moderator:** Mrs. Lara Hussein – WFO's Vice-President for Family Policy Affairs

**Keynote Speaker I:** **SYRIA - Mrs. Leena Rammah**  
*Specialist in Early Childhood Education*  
*Consultant on Early Childhood Development Programs*

**Theme**

**A starting point: Poor maternal and child health and malnutrition as a cause for structural damage of the brain and cognitive development**

**Justification**

Poor maternal and child health and malnutrition need to be recognized as both a health and education emergency. Malnutrition damages the bodies and minds of around 178 million young children each year undermining their potential for learning, reinforcing the inequality in education and later reducing the efficiency of investment in school systems. Research demonstrates that the most rapid period of brain development occurs in the first few years of life and that the experiences of early childhood have an enduring effect that lays the foundation for lifelong learning. It is now evident that the good health and nutrition of the pregnant woman and young child and the appropriate stimulation during the early years has an important positive effect on the cognitive development of the brain. Low income families, landless rural families, woman headed families, displaced families and families living in conflict areas are the ones most affected by poverty and therefore suffer the consequences of this starting point jeopardizing the benefits of the Early Childhood Care and Education.

**DAY 2 - December 4th 2010**

**Keynote Speaker II:** **GERMANY - Prof. Dr. Detlef Krueger**  
*Professor of Social and Health Science*  
*University of Applied Sciences Hamburg*

**Theme**

**A holistic approach: Supporting young children, their families and communities so they can benefit from good quality Early Childhood Care and Education programs which meet the physical, social, psychological, emotional and intellectual needs.**

**Justification**

Holistic Early Childhood development programs which meet children's physical, social, psychological, emotional and intellectual needs can enable children and their families to live more productive lives. It can also foster more stable and secure commitments, especially when these programmes are targeted towards the most disadvantaged children and families. Learning starts in the home as children manipulate objects and materials, explore the world around them and develop language. Poverty, low levels of paternal education or speaking a minority language at home are among the most powerful transmitters of disadvantages across generations. Good quality early childhood provision can cut the transmission lines and can play an important role in offsetting social, economic and language – based disadvantage. Studies show that young children exposed to quality early childhood programs do better in school and also have improved nutrition and health, higher intelligence, higher school enrolment, less grade repetition and fewer dropouts. Addressing quality issues in early childhood settings such as the capacity of service providers, the physical environment and learning materials, curriculum, licensing and accreditation as well as standards and indicators are important assessment tools to be considered.

**Keynote Speaker III:** **EGYPT - Dr. Malak Zaalouk, Ph.D**  
*Professor of Practice / Director of the Middle East Institute for Higher*  
*Education Graduate School of Education - The American University in Cairo*

**Theme**

**Institutional Responsibility: The role of the Family, the Community and Governments in sharing different policy options and strategies for promoting equitable access to quality early childhood services.**

**Justification**

Every child deserves a good start in life. The early years are the time when a child develops physically, emotionally and intellectually at a fast pace and this is the foundation for a healthy, secure and successful person. Families should provide for their children a healthy environment, adequate food and clean water, the love and care of close relatives and stimulating surroundings because these are all part of what a child needs. Governments should place a clear policy for Early Childhood Care and Education within the overall framework of education planning, coordination and financing. This should address not only public provision of Early Childhood Care and Education, but also provide a framework for non-governmental initiatives whether through civil society organizations, communities, parent groups or in other innovative ways.

**DISCUSSIONS AND RECOMENDATIONS**

**10:00 - 10:30 COFFEE-BREAK**

**DAY 2 - December 4th 2010****10:30 - 12:00 PLENARY SESSION II****EFA GOAL 2**

**Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete, free and compulsory primary education of good quality.**

**Justification**

Getting children into primary school is just a first step. Universal primary education involves entering school at the appropriate age, progressing through the system and completing a full cycle. Out-of-school adolescents are often overlooked and have been subject to less scrutiny. Although there has been progress toward greater gender-parity in primary school enrolment, being born a girl and in a poor country carries with it a significant education disadvantage reinforcing the gender disparity in poverty. Getting children from ethnic minorities or from places involved in any kind of conflict into school is a big challenge.

This Session will discuss how to get every child into school especially the ones suffering some particular disadvantage such as poverty, living in a conflict area, disability, HIV/AIDS, being a girl or from a minority group or migrant family. The session will also cover how to ensure that schools work properly, are well managed, free of charge and with quality regarding infrastructure, teachers, text books and playgrounds.

**Moderator:** Mrs. Teresa Maia - WFO's Advisor

**Keynote Speaker I:**

**CAPE VERDE - Dr. Felisberto Moreira**

*President of ICASE - Cape Verde Institute of Educational Development*

**Theme**

**Families and Governments: the joint challenge to guarantee to every child the right to enrol and complete universal primary education free of charge and of good quality.**

**Justification**

Progress towards universal primary enrolment and completing the full cycle provides an in-depth look at some of crucial challenges facing families and governments in the countdown to 2015. When the Dakar Forum was held in 2000, over 100 million children of primary school age were out of school. By 2007, the figure had fallen to 72 million. If current trends continue some 56 million children could still be out of school in 2015. Slower economic growth, pressure on education budgets and rising poverty associated with the global economic crisis could significantly inflate this figure. Nevertheless, denying children an opportunity to put even a first step on the education ladder sets them on a course of a lifetime of disadvantage. It violates their basic human rights to an education. It also wastes precious national resources and is a potential driver of economic growth and poverty reduction. Governmental policy options, political priority and Family participation are vital to ensure a good education that enables children to learn and to grow, developing their gifts and potential.

**DAY 2 - December 4th 2010****Keynote Speaker II: PORTUGAL - Dr. Rosa Neto***Vice-President of CERCICA**Education and Rehabilitation Cooperative of Misfits Citizens of Cascais***Theme****Innovative approaches: delivering fair and inclusive education and overcoming the extreme and persistent disadvantages of children from marginalized families.****Justification**

Families' wealth strongly influences prospects of children being out of school. Children in households that are poor and whose parents have limited formal education are less likely to progress through the school system. Living in rural area often puts children at greater risk of being out of school. Young girls face some of the highest barriers. Social, cultural and traditional practices such as early marriage add another layer of disadvantage for girls. Children from Families of ethnic minorities often face deeply entrenched obstacles to equal opportunity. Children with disabilities also face far more restricted opportunities as do children living in regions affected by conflict. Reaching marginalized Families and children requires political commitments backed by practical and innovative public policies and understanding local contexts is critical to developing policies for inclusive education.

**Keynote Speaker III: JORDAN - Dr. Taytseer Al-Nahar***Former Minister of Education of Jordan***Theme****Providing a second chance for out-of-school adolescents: A strong reason to advocate for links between primary and early secondary education being flexible and free of charge.****Justification**

The transition from primary school to early secondary school is hazardous for many children. Problems that may be evident at the primary level are often magnified at secondary level. Especially in marginalized families, adolescents who have never attended school or who dropped out early and have very low level of literacy and numeracy are denied a second chance often because of inflexibility in national education systems. On the other hand, pressures, which lead to an early entrance into the labour market to help the family, are a very strong reason to keep adolescents out of school. Facilitating re-entry into education is a key strategy for empowering youth to escape poverty and achieve higher social and private returns.

**DISCUSSIONS AND RECOMENDATIONS****12:00 - 13:30 LUNCH**

**DAY 2 - December 4th 2010****13:30 - 15:00 PLENARY SESSION III****EFA GOAL 3****Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes****Justification**

In the emerging knowledge-based global economy of the 21st Century, learning and skills play an increasingly important role in shaping prospects in economy growth, shared prosperity and poverty reduction. A society's most important resource is not its raw materials or its geographical location, but the skills of its people. Countries that fail to nurture these skills through effective learning face a bleak future, with human capital deficits, hindering economic growth, employment creation and social progress. Youth unemployment is in part a reflection of a misalignment of skills development and the economy. Unequal access to opportunities to develop skills reflects in deepening social and economic disparities. In the new global economy achieving world class skills is the key to achieving economic success and social justice.

This Session will discuss the focus that should be given to skills and learning opportunities for young people provided through technical and vocational education programs with a broad base and programs that deliver results, programs that can play an important role in strengthening the transition from school to the world of work, in offering second chances and in combating marginalization.

**Moderator:** Mrs. Rachel Aird - WFO's Advisor**Keynote Speaker I:** **SOUTH AFRICA - Prof. Philip Higgs**  
*Research Professor - College of Human Sciences*  
*UNISA - University of South Africa***Theme****The concrete and the abstract: life skills programmes to promote empowerment of young people and their families in the context of lifelong learning.****Justification**

Education is about giving people the opportunity to develop their potential, their personality and their strengths. This does not merely mean learning new knowledge, but also developing abilities to make the most of life. Life skills can be defined as the inner capabilities (abstract) and the practical skills (concrete) needed to cope with life and make the most of its potential. Governments and Families need to recognize the importance of life skills, both practical and psychosocial as part of education which leads to the full development of human potentials and to the development of Families and the society.

**DAY 2 - December 4th 2010****Keynote Speaker II:****Mrs. Marina Klamas Taniguchi***Sociologist and Business Woman**Consultant in social education for income generation programs***Theme****Offering young people a second chance: life skills and learning opportunities through technical and vocational education programmes.****Justification**

The fundamental purpose of technical and vocational education is to equip young people with capabilities that can broaden their opportunities in life and to prepare youth for the transition from school to work. Skills development in technical and vocational education matters at many levels. For individuals, the skills carried into labour market have a major influence on job security and wages. For employers, it plays a key role in raising productivity. For Families, it is a drive to reduce poverty and marginalization. For the society as a whole, it brings social cohesion. Governments, policy makers, trade unions and the private sector need to give young people the training they need, relevant to the economy, with the appropriated curricula and qualified teachers, reinforcing the links between the technical and vocational education and labour markets.

**Keynote Speaker III:****PORTUGAL - Dr. Ana Paula Oliveira, PhD***Project Manager at the Administrative Modernization Agency in the Portuguese Government***Theme****Tackling youth unemployment: the impact of good quality technical and vocational programs linked to the labour market to fuel economic growth and reduce poverty.****Justification**

The broad aim of technical and vocational education is to equip young people with skills and knowledge they need to cross the bridge from school to work. The recent economic crisis has made that crossing even more hazardous. Young people who fail to make the transition often face the prospect of long-term unemployment and social marginalization and run a higher risk of being drawn into illicit activities which threatens the stability and well-being of their Families. Technical and vocational programmes that deliver results can successfully provide young people with skills, meeting market demands and tackling the problems of youth unemployment, low wages and insecurity. Vocational education has the potential to make a difference in the lives of young people. Moving towards a demand-driven approach that responds to the needs of individuals, market and economy is the overriding priority to tackle youth unemployment.

**DISCUSSIONS AND RECOMENDATIONS****15:00 - 15:30 COFFEE-BREAK**

**DAY 2 - December 4th 2010****15:30 - 17:00 PLENARY SESSION IV****EFA GOAL 4****Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.****Justification**

Youth and adult illiteracy is the price people and countries are paying for the past failures of education systems. When people emerge from their school years lacking basic reading, writing and numeracy skills, they face a lifetime of disadvantage as illiteracy diminishes their social and economic prospects and damages self-esteem. The consequences of illiteracy extend beyond the individuals. When people have poor literacy skills, society as a whole suffers from a loss of opportunities, productivity, shared prosperity and political participation. Illiteracy is a violation of human rights and a global blight on the human condition. Eradicating illiteracy is one of the most urgent development challenges of the 21st century.

This session will discuss how to improve literacy programs linked with other development actions such as health education, business skills training, cultural development and how to organize different ways and means to promote appropriate literacy skills depending on the target group.

**Moderator:** Dr. Alzira Guimarães - WFO's Vice-President for Technical Activities

**Keynote Speaker I:** **UNITED KINGDOM – Prof. Lyn Tett**  
*Professor of Community Education and Lifelong Learning  
University of Edinburgh*

**Theme**

**Adult literacy: a powerful tool to promote the Family well-being and community development**

**Justification**

Literacy is about the acquisition of reading, writing and numeracy skills that can be used on the everyday life. Literacy is a power tool to the development of citizenship, to improve family and livelihoods condition and gender equality. Presently an estimated number of 759 million adults aged 15 and over lack the basic literacy skills they need to apply for jobs, read newspapers or understanding documents on housing, health and the education of children impacting negatively on their family well-being. Nevertheless, literacy remains among the most neglected of all education goals, and there is a very real human cost associated with it and strong advocacy actions need to take place to strengthen literacy programs on National and Local educational frameworks.

## DAY 2 - December 4th 2010

### **Keynote Speaker II: BRAZIL - Dr. Renilson Rehem**

*Epidemiologist and specialist in Human Resources Planning in Health  
Constultant to National Council of Health Secretaries and to the  
Administrative Development Foundation of São Paulo*

#### **Theme**

**Integrated Literacy: the advantages of integrating literacy as part of other lifelong learning programs and development actions.**

#### **Justification**

Literacy plays a central part in the way societies are organized, in the way decision are made and communicated, in the development of democracy and participation. It is important to link literacy with other development actions such as health education, running businesses, cultural associations, agricultural extension, micro-credit etc. Promoting literacy means organizing in different ways for different groups flexible programs designed with lots of local input where everyone is affected by the practice of literacy easily and actively.

### **Keynote Speaker III: PORTUGAL – Prof. Adélia Prata**

*History Teacher at Dr. António Augusto Louro School*

#### **Theme**

**The role of the civil society: community based organizations and the Family in implementing literacy programs.**

#### **Justification**

The disappointing progress towards the literacy goals set at Dakar reflects collective failure of political commitment. However, there are encouraging signs that this could be starting to change. Governments are giving more attention to literacy in their national strategies and budgets, and a vast array of partnerships and approaches are now promoting literacy at the community level, facilitating the expansion of permanent literacy training centers and centers for non-formal basic education. Many programs are built encouraging participants and facilitators to find innovative and appropriate literacy methods, identifying what are the literacy needs and, therefore, achieving higher positive results.

## **DISCUSSIONS AND RECOMENDATIONS**

**20:30**

**OFFICIAL SPONSORED DINNER**

**DAY 3 - December 5th 2010**

8:30 - 10:00

**PLENARY SESSION V****EFA GOAL 5**

**Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.**

**Justification**

Gender barriers remain intact even if there has been progress towards gender parity in school enrolment. The expansion of primary education has gone hand in hand with progress toward greater gender-parity, but there are marked differences across and within regions. Out-of-school girls are far more likely than boys and poverty reinforces gender disparity. Gender inequalities are often more pronounced in secondary schools and in technical and vocational education and there is a very large gap between male and female literacy. The results of gender inequality direct girls earlier to household work and early marriage. Cultural beliefs also are a difficult barrier to overcome to eliminate gender disparities.

This Session will discuss how to change attitudes in the Family and among the male population so women and girls have the same rights and respect as men and boys; how to raise the status of the social roles of women in society how to educate mothers to eliminate stereotypes and how governments should promote girl-friendly schooling.

**Moderator:** Hon. Mme. Saida Agrebi - WFO's Vice-President for Communications and Public Relations Affairs

**Keynote Speaker I:** **THAILAND - Mr. Suparlerk Hongpukdee**

*General Director of the Office of Women's Affairs and Family Development  
Ministry of Social Development and Human Security*

**Theme**

**Gender parity in education: some progress but a long way to go.**

**Justification**

Sustainable progress towards gender parity in primary and secondary education still requires advances on many fronts. Getting girls to school and keeping them through the entire cycle demands concentrated actions to change attitudes in the Family regarding traditional practices, household labour and early marriage. It also demands a changing of attitudes among the male population so that women and girls have the same rights and respect as men and boys. Gender disparity is often more pronounced in technical and vocational education where girls are being trained for traditional female occupations and in areas characterized by low pay. To narrow the gaps between the opportunities offered to boys and girls will determine the success of the present and coming generations in achieving their full potentialities in the Family and in the society.

**DAY 3 - December 5th 2010****Keynote Speaker II: CHINA - Ms. Chen Xuan**

*Beijing NGO Association for International Exchanges*

**Theme**

**The current challenge: Achieving gender equality in education by 2015.**

**Justification**

Education is a way of making sure that girls and boys have an equal start in life and the chance to grow and develop according to their potential. Enabling girls and boys, women and men to benefit equally from what the world has to offer and to contribute equally to society is a goal that involves much more than education. However, education must be at the heart of these efforts if the full potential of human kind is to be unlocked. Governments and the society need to act together to guarantee legislations with equal rights before the law, ministries sensitive to gender issues, making equitable decisions in programs and allocation of resources, train teachers to be aware of gender issues and produce learning materials which portray life chances and expectations in a fair manner and without stereotypes.

**Keynote Speaker III: ITALY - Prof. Dr. Elisabetta Donati**

*Professor at the University of Turin*

**Theme**

**The Family Role: The role of the Family in achieving gender parity and equality in education**

**Justification**

Gender parity and equality in education is definitively a well-recognized family issue. Education policy documents increasingly recognize that more weight has to be attached to gender parity and equality by the family but it is far from clear that the current governmental policy framework provides concrete measures to include the family for translating statements into actions. Raising the status of the social roles of women in the family and in society at large can contribute to equitable gender practices. We also know that educated mothers are more likely to send their girls to school, to look after the health of their family better and are less exposed to exploitation and risks. The Family can act as a catalyst for dialog between their members and community on gender issues in general and in particular relating to education.

**DISCUSSIONS AND RECOMENDATIONS**

**10:00 - 10:30 COFFEE-BREAK**

**DAY 3 - December 5th 2010****10:30 - 12:00 SPECIAL PLENARY SESSION VI****EFA GOAL 6**

**Improving all aspects of the quality of education and ensuring excellence for all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.**

**Justification**

The core task of any education system is to equip young people with the skills they need to participate in social, economic and political life. Getting children to primary school, through the earlier grades and into secondary schools is not an end in itself but a means to delivering these skills. Success or failure in achieving Education for All hinges critically not just on countries delivering more years in school; the ultimate measure lies in what children learn and the quality of their education experience. Many countries are failing in the quality test. Policy makers, educators and parents need to focus far more on the core purpose of education. The most important requirements for sustained progress towards better quality in education are an improved learning environment, encompassing the physical school infra-structure, the learning process and the interaction between children and teachers.

This Session will discuss how to improve the quality of education from early childhood care and education through pre-primary education, primary education, secondary education, technical and vocational programs, literacy, until tertiary education.

**Moderator:** Dr. Hanifa Mezoui - Permanent Representative to the United Nations and ECOSOC

**10:30 - 12:00 INTRODUCTION**

**Mr. Patrick Venturini**, Secretary General, Association Internationales des Conseils Economiques et Sociaux et Institutions Similaires (AICESIS) and **Mr. Fabrice Ferrier**, French Coordinator, UN Millennium Campaign.

**DEBATERS**

**Michèle Vianes** - Présidente de Regards de Femme.

**Emmanuelle Pievic** - Inspector of Education, 9th District of Hauts-de-Seine Nanterre 1

**Ana Fortunas** - Mathematics Teacher - Lisbon Higher Institute of Education

**Anamaria Vargas** - International Master Public Management - Sciences Po

**Mira Turnsek** - Education Project: Tell me about Europe, Intern. Business Master - Sciences Po

**Samantha Barthelemy** - Brazil elementary school experience, Master of International Affairs - Sciences Po

**CONCLUSION**

UNESCO Representative (Name to be Confirmed)

**12:00 - 13:30 LUNCH**

## **DAY 3 - December 5th 2010**

**13:30 - 15:00** **PLENARY SESSION VII**

**DISCUSSION OF THE PARIS DECLARATION**

**CONCLUSIONS AND RECOMMENDATIONS**

**15:00 - 15:30** **COFFEE-BREAK**

**15:30 - 17:00** **CLOSING CEREMONY**

**PRESENTATION OF THE WORLD FAMILY SUMMIT +6 DECLARATION**

**WFO AWARD CEREMONY 2010**

**PRESENTATION OF THE WORLD FAMILY SUMMIT +7**

**20:30** **OFFICIAL FAREWELL DINNER**