

**EDUCATION STARTS FROM FAMILIES O.N.G. – O.N.L.U.S.**

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**To:** The Secretary General of the United Nations

**Event:** The High-Level Segment of the Economic and Social Council - July 19<sup>th</sup>, 2019

**Object:** Statement submitted by Education Starts From Families o.n.g. – o.n.l.u.s.

N.G.O. in general consultative status with the Economic and Social Council

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N.G.O. Education Starts From Families (from now on, the proponent) is active in twelve States in Latin America and the Caribbean since 1985 with neighbourhood centers offering educational activities for young and adults, men and women. Its way of working involves schools and local authorities. Its purpose is to build a new generation of citizens aware of their skills and rights.

This statement offers some considerations on the event theme “*Empowering people and ensuring inclusiveness and equality*” focusing on the implementation of SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

### **1 – General framework**

During the MDG implementation period, official reports based their analysis on the classic scheme of a student going to school.<sup>1</sup> The consequence was a focus of the attention just on school and its items: school attendance, students’ integration at school, building of new schools, school programmes, school teachers’ formation and motivation, etc.

Reports in question talked about broadening school curricula with the “*development of ethical behaviors and attitudes both in learning to be as well as learning to live together*”<sup>2</sup> but they did not offer any suggestion on where and how these attitudes should have been learnt. This lack is a clear evidence that official reports were not aware that school is not the only educational environment, but one among many others, the most important of which is the family.

At the dawn of SDG implementation period, official reports talk about families and local communities as places in which education takes place, but they do not still involve them in an education programme co-shared with schools and local authorities.<sup>3</sup>

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<sup>1</sup> UNESCO, *The State of Education in Latin America and the Caribbean: guaranteeing quality education for all*, Santiago, Chile, 2008.

[http://uis.unesco.org/sites/default/files/documents/the-state-of-education-in-latin-america-and-the-caribbeanguaranteeing-quality-education-for-all-caribbean-regional-education-project-2008rev-en\\_0.pdf](http://uis.unesco.org/sites/default/files/documents/the-state-of-education-in-latin-america-and-the-caribbeanguaranteeing-quality-education-for-all-caribbean-regional-education-project-2008rev-en_0.pdf)

<sup>2</sup> Document mentioned in note 1. See page 135, paragraph 4.3.

<sup>3</sup> UNESCO, *Regional Report about Education for All in Latin America and the Caribbean: Global Education for All Meeting Muscat, Oman, May 12<sup>th</sup> and 14<sup>th</sup> of 2014*, 2014.

[http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED\\_new/pdf/LAC-GEM-2014-ENG.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/LAC-GEM-2014-ENG.pdf)

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### **2 – The proponent vision on education**

The proponent experience proves that a framework in which school is considered the only educational environment is simply unreal. This not only because there are areas in Latin America and the Caribbean in which school is too far or absent, but also because the process of personality building in young people takes place during all day and not only when they are at school.

The framework in exam is also dangerous because it relegates the schools in the role of notion givers, and abandons the education to live and to live together to other contexts - families and local communities - non included in an education plan co-shared among the mentioned actors.

The first step is to understand that young people formation is a common responsibility: parents do not fulfil their educational obligation just because they send their children to school, local communities cannot expect that parents alone can build the citizens of tomorrow, schools cannot limit their action to curricular programmes.

For these reasons, the proponent vision on education is addressed to establish interlinks between families, local authorities and schools to build an education programme in which (1) school time and activities are just a component of the puzzle, (2) the fundamental values of the education to live and to live together are co-shared by the mentioned actors and (3) the educational activities offered by the proponent are the explication of these values.

### **3 – Policy recommendations**

In consideration of the above, we recommend to the 2019 High-Level Segment of the Economic and Social Council of the United Nations that:

1. it officially recognizes that the young people formation is a common responsibility of families, local authorities and schools;
2. it officially recognizes that the education of young people to live and to live together is included in an education plan co-shared among families, local authorities and schools;
3. it officially invites UNESCO offices in every country to establish interlinks between families, local authorities and schools to build an education programme in which (1) school time and activities are just a component of the puzzle, (2) the fundamental values of the education to live and to live together are co-shared by the mentioned actors and (3) the educational activities are the explication of these values.

### **4 – Statement circulation**

In accordance with paragraphs 30 and 31 of Economic and Social Council resolution 1996/31, the proponent asks the Secretary General to let this statement being circulated in full.