



## Economic and Social Council

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Item 2 (b) of the provisional agenda\*

**High-level segment: annual ministerial review**

### **Statement submitted by To Love Children Educational Foundation International, a non-governmental organization in consultative status with the Economic and Social Council**

The Secretary-General has received the following statement, which is being circulated in accordance with paragraphs 30 and 31 of Economic and Social Council resolution 1996/31.

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\* E/2011/100.

**Statement\***

There are global democratic governance policy implications which impede international educational goals and commitments. What is needed is a civil society and local communities to be engaged in the formulation of an education development policy that is inclusive of girls' education. An analysis of democratic governance, education, human rights, and culture centric approach at the family level is best suited to synthesize the complex interconnections of the ideals of education and human rights theories. There is a need for a new approach which can understand, collaborate, and coordinate local community's resources, teacher training, accessibility to schools, clean water, father responsibility and cultural traditional implications in regard to education. The approach is for a culture perspective on education and how international commitment to education may support local-based implementation.

A general system-based approach is a theoretical tool that any form of government may employ to find policy solutions to complex social issues such as educational development in the developing world. Von Bertalanffy's (1968) systems approach would help to manage possible policy solutions involving several stakeholders. It is up to local public administrators, teachers, and communities to carry out national government's laws; however, implementation becomes vulnerable to interpretation.

**Recommendations**

1. Focus on sustainable development initiatives reducing opportunity costs for families.
2. Conduct needs assessments and target funds to yield effective intervention for girls' education.
3. Foster the development of adolescent role models and leaders that will enable mentoring of peers and younger girls in vulnerable communities.
4. Advocate for the political, social, and economic participation of women.
5. Eliminate direct educational costs for families, establishing free and mandatory universal education.
6. Invest in eliminating structural and environmental barriers to school attendance by girls.
7. Develop comprehensive national strategies with high-level political support that include clear financial commitments to education and a focus on reforms that increase education quality.
8. Conduct critical evaluation studies of dropout rates for girls. Engage local communities and analyse sociocultural and socio-economic disparities for retention of girls in school.
9. Promote role models and opportunities for mentoring girls by women; political and professional areas, academia, civil society, arts, science, and mathematics.
10. Civil society and community to focus on parental involvement to research,

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\* The present statement is being issued without formal editing.

develop, implement and monitor educational policies and programmes. Communities as advocates to ensure girls have equal opportunity.

11. Accountability and ownership of teachers, community, and students of educational programmes and policies.

### **Conclusion**

Dewey's educational theories were a product of the thinking and historical events of the 19th century, coming to maturity in the 20th century in the United States of America. Dewey searched for a new educational model that would bring Americans from an Agricultural Age into a new Industrial Age. The inference is that all types of governance institutions first need to articulate what results they want in students before they could legislate for new education policy improvement. This debate over which academic qualities students should espouse is best made clear at the national and local level.

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