

MMM CONTRIBUTION to the 8th Global Meeting of UNESCO's Collective Consultation of NGOs on Education – Cambodia MAY 2017

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**The new challenges encountered by MMM in the context of the more ambitious, universal and general global programme for education since the adoption of ODD4-Education 2030**

« In order to implement a global programme for education which is more ambitious and universal, an **intersectorial approach** would seem imperative. It must concern not just education but the sciences and technology, the family, development, migration, citizenship and public finance policy. In the framework of this approach, « **Support families as children's main protectors and educators** » (extract from the Incheon Framework for Action §34) is a priority for putting in place partnerships at all levels based on open, inclusive and participative collaboration. Parents have as their main priority the education of their children to ensure that they will take an active part in development and that they will not remain condemned to live enclosed in the poverty spiral. Partnerships with families and concerned associations must be put in place, guided by the following principles: open, inclusive and participative collaboration with mutual responsibility, transparency and synergy.

The challenge faced by **Make Mothers Matter** in its grassroots work is ensuring recognition for the part families play – and most particularly mothers, who at the heart of their community commit themselves to life-long informal and inclusive education. Inclusive programmes must be promoted for these parent-educators and links of close cooperation with them and NGOs to work on formal and informal education. The HCR has understood this in the education of displaced persons, by - as a priority - educating the mothers as they are the ones who will ensure the basis of informal education when they return to their homeland. The challenge is the scale – and the Incheon Action Framework set this out very clearly: « *Participation must start with families and communities in order to reinforce transparency and to guarantee good governance in the administration of education.* » (§79)