

# **Voices of Non-Governmental Organisations on Education**

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The views expressed in this paper are solely those of the author and do not imply endorsement by the NGO Branch or the United Nations.

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## **Introduction**

*“Education is the most powerful weapon which you can use to change the world.”*

- Nelson Mandela

Even though there has been a lot of progress in terms of development throughout the world, there is still a lot which needs to be done. As the world is getting more complex day by day, there are many development goals which are interlinked. An essential one that can strengthen the advancement of mankind is education. The United Nations Economic and Social Council has understood this pressing importance and has thus chosen the focus of “Implementing the internationally agreed goals and commitments in regard to education” for the 2011 Annual Ministerial Review, which was held during the High-Level Segment (HLS) of the substantive session of the Economic and Social Council (ECOSOC) in 4 – 8 July at Les Palais des Nations in Geneva, Switzerland. During roundtable discussions, presentations and general debates, participants had the opportunity to learn from leading policy makers, practitioners and academics. Participants include Member States, United Nations System Organisations and other major institutional stakeholders, as well as Non-Governmental Organisations (NGO), private sector representatives and academics.<sup>2</sup>

The purpose of this paper is to focus on the voice of these NGOs and their opinions raised during the HLS about the main issues with regards to education.

### **Role of NGOs**

Different kinds of organisations either belong to the government sector, the private business sector, or the civil society. For the world to achieve its full potential and for citizens to fulfil their goals, it is essential that all three sectors cooperate with one

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<sup>2</sup> UN ECOSOC website

another. Each sector has strengths and weaknesses in providing what citizens need and want. “The business sector most effectively delivers goods. The government sector drafts and enforces laws, and defends the country’s borders. The third sector (civil society) provides services that the business and government sectors are unwilling or unable to provide, as well as venues for citizens to come together and be heard on issues that they feel are important”.<sup>3</sup> Non-governmental organisations are the main ones that are attributed to the third sector. They have existed for a long time, but since the mid-nineteenth century they have been increasing in number and gaining international recognition. The United Nations Charter, Chapter 10: Economic and Social Council was signed in San Francisco, California on June 26, 1945 and officially recognises the

Article 71:

The Economic and Social Council may make suitable arrangements for consultation with nongovernmental organizations which are concerned with matters within its competence. Such arrangements may be made with international organizations and, where appropriate, with national organizations after consultation with the Member of the United Nations concerned.

participation of NGOs<sup>4</sup>:

NGOs are critical as they contribute to civil society by providing means for expressing and actively addressing the complexity of the global world that we live in today. “NGOs increase social capital by providing people with opportunities to build trust in each other and the capacity to work together toward common goals. In recent years the presence and number of NGOs has grown. However, the influence and importance of NGOs differ depending on the national context in which they operate”.<sup>5</sup>

### **Economic and Social Council**

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<sup>3</sup> “The Role of NGOs in a Civil Society”

<sup>4</sup> United Nations Charter

<sup>5</sup> “The Role of NGOs in a Civil Society”

ECOSOC was established under the United Nations System as the principal organ to coordinate economic, social, and related work of the 14 United Nations specialized agencies, functional commissions and five regional commissions. The Council also receives reports from the 11 United Nations funds and programs. ECOSOC serves as the central forum for discussing international economic and social issues, and for formulating policy recommendations addressed to Member States and the United Nations system<sup>6</sup>.

As the central forum, ECOSOC consults with academics, business sector representatives and more than 3,200 registered Non-Governmental Organisations. The Council holds a four-week substantive session each July, alternating between New York and Geneva. The session consists of the High-level Segment, Coordination Segment, Operational Activities Segment, Humanitarian Affairs Segment and the General Segment.

The NGOs are able to participate throughout the whole session. But the main place where they can submit written and oral statements is during the High-Level Segment. The High-level segment serves as a forum for Ministers and executive heads of international institutions and high-ranking officials, as well as civil society and private sector representatives to discuss key issues on the international agenda in the area of economic, social and environmental development. A new feature of the ECOSOC, mandated by the 2005 World Summit, is the Annual Ministerial Review and the Development Cooperation Forum. At the end of the High-level segment, a Ministerial declaration is adopted, which provides policy guidance and recommendations for action.<sup>7</sup> The paper does not attempt to bring out an NGO declaration, but does try to bring forward a complementary summary that will possibly be used as policy guidance and recommendations for action as well.

What NGOs are allowed to raise their voice?

Any NGO who has consultative status with the ECOSOC was given the opportunity to submit a written or oral statement. Currently, there are around 3400 NGOs who have consultative status with ECOSOC. Consultative status provides NGOs with access to not

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<sup>6</sup> UN ECOSOC website

<sup>7</sup> UN ECOSOC website

only ECOSOC, but also to its many subsidiary bodies, to the various human rights mechanisms of the United Nations, ad-hoc processes on small arms, as well as special events organised by the President of the General Assembly. There are three types of consultative status: General, Special and Roster. Most new accreditations are in the Special category. The guidelines for acceptance are established in the ECOSOC resolution 1996/31.

### **Participation at the High Level Segment**

The NGO Branch of the United Nations Department of Economic and Social Affairs announced an open call for oral and written statements for the 2011 High Level Segment for the NGOs with consultative status. The President of ECOSOC, Mr. Lazarous Kapambwe opened the High Level Segment expressing how important the topic of education is to him and the continent he is from, Africa. He states how the word “education” derives from the Latin word “educare” meaning to bring out potential. Mr. Kapambwe expressed the urgency of quality education globally. With this in mind, 23 NGOs got to speak at the ECOSOC High Level Segment 2011.

With the active involvement of the NGO Branch to promote the participation of the NGOs, there has been a great success of raising the voice this year in comparison to before.

“For the 2011 ECOSOC HLS, 23 NGOs presented oral statements compared to only 16 NGOs presenting in ECOSOC HLS 2010. In comparison to the NGO participation in 2010 ECOSOC High Level Segment where only 90 NGOs submitted written statements – NGO participation in 2011 increased by 51% - NGO participation in oral statement requests increased by 25%.”<sup>8</sup>

### **Objectives**

The NGOs in this paper are from various countries, operating in various fields and are of different size, nature and very distinct from each other. Their knowledge and experience

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<sup>8</sup> “NGO participation at the ECOSOC High Level Segment Geneva 4-6 July 2011”

contribute vastly to the research with regard to education and thus are of great value for the overall development of Nations. The goal of the paper is to provide a civil society perspective of the issues discussed at the ECOSOC HSL. It will complement the work that has already been done by the AMR and Ministerial Declaration of the 2011 HLS of the ECOSOC.

The objective of this paper, in particular, is to shed more light on the following questions:

- 1) What are the **main issues** identified of the NGOs with regard to education?
  - This section reflects the status quo and the basic understanding of the importance of education and underlines the fact stated by many of the NGOs that there is an enormous concern of not reaching the Millennium Development Goal 2 (Achieve Universal Primary Education) by 2015 and the goals set by the “Education for All” campaign.
  
- 2) What are the **main challenges** of reaching the Millennium Development Goal 2 and the goals set by the “Education for All” campaign in the view of the NGOs?
  - As the NGOs are all working in the field of education or related issues, there were certain challenges that were brought up many times. As the challenges are based on the experiences from the work of the NGOs, it is interesting and also important to see what major trends are brought forward and what main challenges are identified.
  
- 3) What are the **main recommendations** of the NGOs?
  - The NGOs reviewed in this paper differ in size and focus, but all of them contributed to ideas to strengthen the global commitment to education. And this vision and the recommendations are essential to reach the goal of education for all.

## **Methodology**

The research methodology for this paper consisted in the review of all the 136 written and 23 oral statements submitted by the NGOs to the HLS. One could then arrive, through this data, at a more comprehensive understanding about issues and concerns brought forward by the NGOs with regard to education.

The paper is an attempt to highlight the importance of putting research within a proper context and make it useful for readers from the government, private sector and civil society.

## **Data Collection**

The 136 written statements were collected through the database of the Official Document System (ODS), as each one constitutes an official document of the United Nations<sup>9</sup> and the 23 oral statements were collected through the UN press releases made after the HLS. One can refer to the appendix of the full list of all NGOs that have submitted written and oral statements as well as their type of consultative status and year joined. Also, one can refer with the document paper to each individual statement in the ODS online.

The data was analysed on a continuing basis, as with each additional statement different points came out. Not all, but most of the statements had a general structure including the basics of the NGOs' work, their main ideas about the progress of education for all and their major thoughts about the obstacles for reaching the goal as well as their recommendations. As each statement was analysed, the main points brought up by each individual NGO was allocated to a spreadsheet and thus divided into three major sections - main issues, main challenges and main recommendations. As the statements were specific for their working area, one could collect different thoughts and ideas about different issues but nevertheless get the general point.

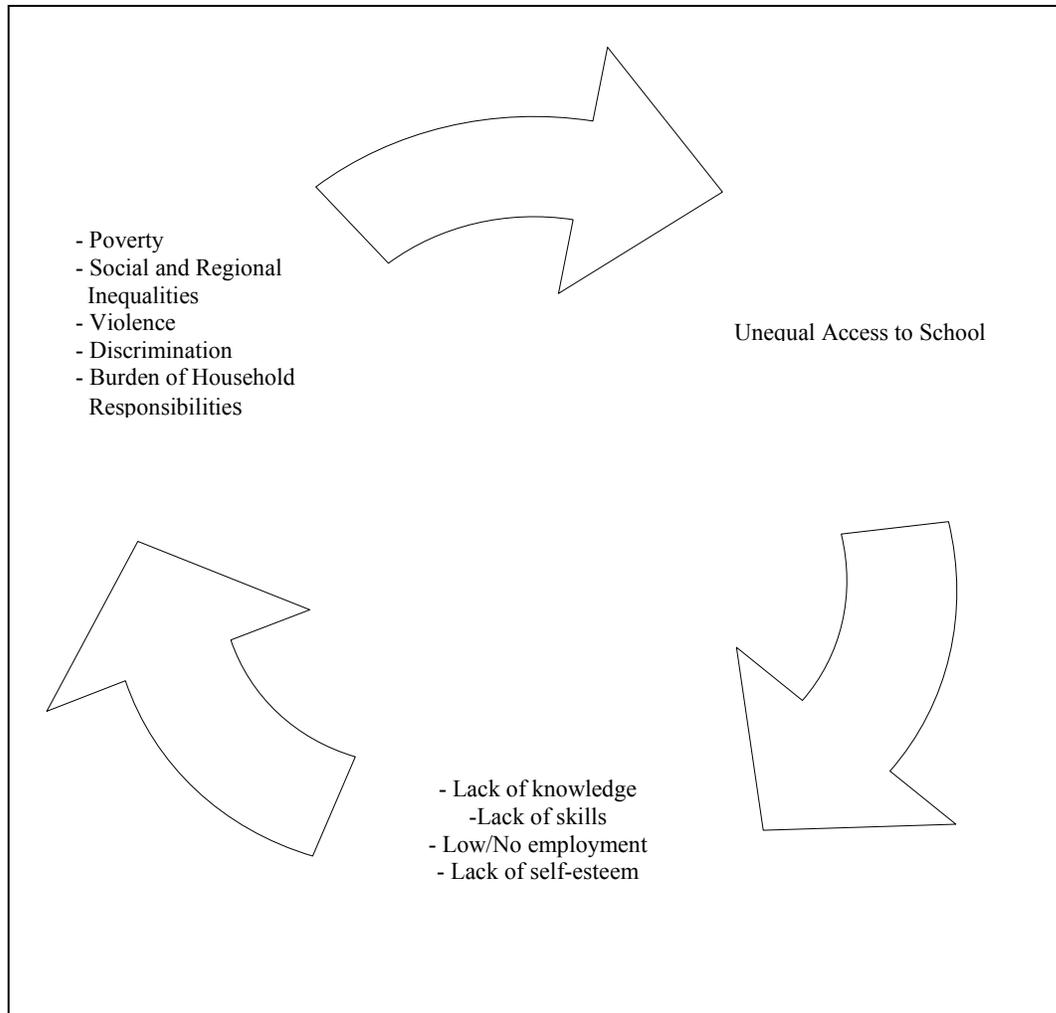
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<sup>9</sup> [www.un.org](http://www.un.org) - ODS

On a continuous basis, a numerical value was allocated to all the issues in order to understand which ones are repeated by the NGOs. This gives value to the paper in terms of statistical evidence and can give a clear picture of which issues, challenges and recommendations were addressed by a significant number of NGOs.

Of course, the statements do not represent the entire Civil Society and these are not all the NGOs that have consultative status with the United Nations. Also, not all statements focused on main issues, challenges and recommendations. Only the statements that expressly talk about these 3 sections were included in the data collection. Nevertheless, the results provide the reader with a relevant overview on the main issues and concerns as well as an understanding from a different perspective. This is the first research paper of this kind in the context of the ECOSOC HLS that reflects the point of view of the NGOs and will hopefully show a good representation of the voice of the Non-Governmental Organisations. It also shows the interconnectedness of the issues and how education is a basic human right that is connected to all the other human rights. Achieving the Millennium Development Goal 2 as well as the goal of the Education for All campaign are necessary prerequisites for the achievement of almost all the other Goals as well. As illustrated in Graph 1.1 below, education is a major element of a vicious cycle. Achieving quality education for all will eventually lead to a better world. And this paper is highlighting the importance of understanding this.

Graph 1.1



## **Main issues**

The written and oral statements differed a lot in the way the issues were raised and addressed. The main findings are highlighted below:

- **A lot of effort put in, but not enough to reach the goals:**

Many of the NGOs that presented written and oral statements did acknowledge the progress of development and the effort made by the various stakeholders. Recent studies on the achievement of Millennium Development Goals indicate that major advances have been made in getting children into school in many of the poorest countries. Enrolment in

primary education has continued to rise, reaching 89 per cent in the developing world. Although enrolment in sub-Saharan Africa remains the lowest of all regions, it still increased by 18 percentage points—from 58% to 76%—between 1999 and 2008. Progress was also made in Southern Asia and Northern Africa, where enrolment increased by 11 and 8 percentage points, respectively, over the last decade.<sup>10</sup> *Franciscans International (General, 1995)* brought forward that: “the overall number of out-of-school children has decreased considerably (it amounted to 106 million in 1999, and 69 million in 2008). More importantly ... the gender gap has also narrowed. In fact, during this period, the percentage of girls’ out-of-school decreased from 57% to 53%. However, these are general figures and the situation should be evaluated through a case-by-case monitoring.”

Nevertheless, around 1/3 of the NGOs have specifically stated that it is still not enough to reach the Millennium Development Goal 2: Achieve Universal Primary Education and the goals set by the Education for All campaign. For example, *International Movement ATD Fourth World (General, 1991)* stated that: “Despite enrolment in primary schools is continuing to rise in the developing world, the pace of the progress is insufficient to ensure that, by 2015, all girls and boys complete a full course of primary schooling as per target of MDG2.” According to UNESCO, 73 million children are currently deprived of the right to education across the world. Over half of these children are denied that right by armed conflict. 28 million of them are of primary age. The Dakar Framework for Action: Education for All (2000) reiterates that: “Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.”<sup>11</sup>

- **Education itself is a fundamental human right:**

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<sup>10</sup> UNESCO website

<sup>11</sup> Dakar Framework for Action: Education for All (2000)

*“Education is not only a fundamental human right, but also a catalyst for the achievement of many other development goals.”*

- Ban Ki-Moon, United Nations Secretary General (2011)

After the analysis of the statements, it is clear that among the children who never attend or drop out of school, there are children who are extremely vulnerable: children living in extreme poverty, orphaned children, deprived of support, with HIV/AIDS, children on the streets, children living in war or child soldiers. But why is it that these children are not able to go to school? Various reasons have been mentioned by the NGOs including violence, conflict areas, discrimination, financial burden, poverty etc. But no matter what the reason is, the NGOs stress out that every child must be given the opportunity to participate in education. The *International Federation of University Women (Special, 1947)* noted that: “Education is a human right that is fundamental to the achievement of so many other human rights, the Millennium Development Goals and other internationally agreed goals and commitments.” Also, *Zonta International (General, 1969)* made it clear that: “Early childhood education is not a privilege but the right of every child in every nation, in every region of the world.”

○ **Girls’ education is one of the major pressing issues and highly important:**

But not every child is getting the same opportunities to start with. There has been important progress made towards achieving equality between women and men. Women's access to education and participating in the paid labour force has grown and legislation has been adopted for gender mainstreaming and equal opportunities. But many NGOs stated that girls whose education should be considered most important are those mostly out of school. *African Citizens Development Foundation (Special, 2009)*: “Global statistics concerning education in the developing world shows that more than 70% of children not in school are girls.”

Most important of all, “education is the foundation for women's and girls' development as human beings, for self-realization and self-esteem” (*Women's Federation for World*

*Peace International, General 1997*) and "...educating girls is the single best way to lower fertility, improve children's health, and create a more just and dynamic society." (*Alpha Kappa Alpha Sorority, Special 2009*) Boys and men must be included in the dialogue, so as to convince them that they, too, will progress when their female counterparts do. (*International Association of Schools of Social Work, Special 1947*)

- **Education is a vital factor in addressing poverty, discrimination, social exclusion and inequality**

The Millennium Development Goals Report 2010 states that the biggest obstacle to education is poverty.<sup>12</sup>

As seen in graph 1.1, poverty is a vicious cycle. "Progress in education is essential to advance in a broad range of issues from poverty and malnutrition to maternal and child mortality and the spread of infectious disease." (*Korea Institute of Brain Science, Roster 2007*) Everything is intertwined with each other. Lack of knowledge, skills and self-esteem will lead to low or no income, which further accelerates discrimination, violence, inequalities and more. This leads to poverty and once again you are back at where it started. Education is a major opportunity to get out of this trap. Even if the parents did not have the opportunity, the children do and every nation and every government has to understand this. Schooling not only helps children "to acquire cognitive skills and knowledge, but also to develop sound peer relationships, as well as foster solidarity processes, cross-ethnic exchange, inter-religious coexistence and school attendance without gender discrimination." (*Associazione Casa Famiglia Rosetta, Special 2009*) Education serves as the basic platform upon which an individual contributes to the society and becomes an asset to the community. Education is a vehicle to transform societies and renew hope within the communities.

### **Main Challenges:**

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<sup>12</sup> [www.unesco.org/millenniumgoals](http://www.unesco.org/millenniumgoals)

As stated before, 73 million children are still deprived of the right to education. There are many challenges to education and the major ones brought forward by the NGOs were the following:

- **Social and Regional inequalities**

*Legiao da Boa Vontade - Legion of Good Will (General, 1999)* has written: “Low retention rate, distortion between age and school year, violence and drugs prevalent throughout teaching institutions. All these problems are intimately related to social and regional inequalities in each country.” Inequalities in education undermine national development by their intergenerational transmission and persistence. *Society for the Psychological Study of Social Issues (Special 1999)* even urged:” ... governments to prioritize the removal of disparities in education due to income, gender, age, racial/ethnic origin, and urban-rural location, especially in countries in or emerging from conflict.”

- **Unequal access to school**

The existence of these inequalities is very prevalent and can be seen in the striking number of more than 60% of the NGOs have specifically stated that unequal access to schools is a major challenge for not reaching the MDG 2 and the Education For All. It was noted that different groups of children do not get full access to schools and the main areas or challenges that deserve attention are the following:

- Girls education

To achieve the goal of equality between men and women, it is essential that boys and girls have equal access to education at all levels. While much has been achieved in providing access to universal primary education in the past decade, eliminating gender disparity fully in primary and secondary education is far from being achieved. Girls are more often expected to remain at home looking after siblings and household chores or

helping to augment family income. *International Federation of University Women (Special 1947)* stated that “Negative school environments also contribute to dropout rates for girls, with a range of factors from gender bias in teaching, curricula that are not relevant to girls’ lives, threats of sexual violence and harassment, to the lack of hygienic facilities. Without access to education, their life options, access to higher education and access to employment are limited.” It is shocking to have seen that “Girls under the age of 16 make up more than 90 per cent of the global domestic work force. Often unskilled and uneducated, many resort to unsafe or exploitative work. Out of 130 million out-of-school young people, 70 per cent are girls.” (*International Planned Parenthood Federation, General 1973*) Poverty poses the biggest obstacle to education. A girl who is from a poor family or region faces even bigger obstacles. *World Association of Girl Guides and Girl Scouts (General 2000)* said: “Girls in the poorest 20 per cent of households have the least chance of getting an education.” But this cannot be continued like this. One has to understand that Girls’ education reduces female fertility rates, lowers infant and child mortality rates, increases women's labour force participation. “Most important of all, education is the foundation for women's and girls' development as human beings, for self-realization and self-esteem.”(*Women's Federation for World Peace International, General 1997*)

- Poverty

*International Movement ATD Fourth World (General 1991)* brought forward that: “Extreme poverty was a key challenge affecting the achievement of internationally agreed goals related to education.” Increased poverty, disease and malnutrition force children to work, or stay at home. Therefore living in extreme poverty, impacts multiple areas of people’s lives, which on the other hand shows the interdependence of human rights. Poor households cannot afford to send children to school, because of school fees or other indirect costs related to education. For example, *International Federation of Agricultural Producers (General 1947)* mentioned that: “One half of the world’s poor are smallholder farmers. Their access to education is impeded by poverty and lack of rural infrastructure.” From the statements, one can see that there is a huge impact of

discrimination due to extreme poverty on schooling. There are very low expectations of children in extreme poverty. There seems to be a great challenge of establishing dialogue between parents in poverty and education systems. *World for World Organization (Special 2006)* even explained that: “171 million people could be lifted out of poverty if students in low-income countries leave school with basic reading skills, an equivalent to a 12% cut in world poverty.”

- Difficult access to education for migrants, indigenous children and ethnic minorities

*Salesian Missions, Inc (Special 2007)* gave a good summary on the situation of disadvantaged children: “While it is encouraging to see that there has been progress in enrolling more children in primary education programs, we must also acknowledge that we are leaving behind millions of the most vulnerable, marginalized and excluded children, including irregular migrant children and unaccompanied minors. Many of these children have become invisible, unacknowledged, ignored or objects of scorn. Far too many are surviving on the streets of large urban centres, struggling to stay alive and free from harm.”

The issue of migration is universal and is a major barrier to achieving educational goals. Children on the move between countries are the most marginalised and vulnerable. They experience multiple disadvantages and are most likely to remain uneducated due to a variety of factors including: they may have been trafficked, interrupted education in their country of origin, speaking little of the language on arrival, discrimination, living with families who do not know their educational rights or encountering problems securing education. (*International Forum for Child Welfare, Special 1995*)

Also, many indigenous children or children belonging to ethnic minorities frequently experience discrimination and exclusion from formal education. *Passionists International (Special 2009)* described that: “Members of Indigenous communities are often excluded from decision-making and political processes and therefore do not have any legal

standing or voice in developing policies affecting their children and youth. This is a particular problem in States where Indigenous Peoples are not officially recognized as Indigenous Peoples.” “Due to the nature of poverty in indigenous people's communities, indigenous girls from economically desperate households run the risk of dropping out of school and being forced into street activity.” (*Native Women's Association of Canada, Special 2005*)

- Difficult access to education for children with disabilities

For children with disabilities and their families the reality is highly difficult. “For these families it is most likely that their disabled child remains at home with no access to education, resulting in an increased economic burden on that family that almost certainly condemns the disabled child to a life of poverty and illiteracy.” (*International Council for Education of People with Visual Impairment, Special 1989*) The United Nations World Health Organization reports that 10-15% of the world's population are persons with disabilities, 80% of whom live in rural areas.<sup>13</sup> The United Nations further reports that 80-90% of persons with disabilities in developing countries are unemployed<sup>14</sup>. It is noted that the main reason for this high number is the unequal access to school. Actually, Article 24 on Education specifically addresses the right of children with disabilities to obtain an education on an equal basis with others. But nevertheless, according to *Leonard Cheshire Foundation (Special 2006)*: “In spite of attention, the proportion of children with disabilities among the excluded (one in three) has remained the same.” *Franciscans International (General 1995)* goes on to say that: “For them, the development goal is seriously challenged by limited opportunities and marginalization. In countries such as Malawi and Tanzania, children with disabilities are twice as likely to drop out of school. Even in developed countries, children with disabilities represent the majority of those who are excluded from education. In European countries such as Bulgaria and Romania, only 58% of children with disabilities have access to primary education.”

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<sup>13</sup> [www.who.org](http://www.who.org)

<sup>14</sup> [www.un.org/disabilities](http://www.un.org/disabilities)

## **Main Recommendations:**

### **○ Take a holistic approach towards building skills and confidence**

It was interesting to see that more than 30 percent of the NGOs specifically stated that primary education needs to be developed within a holistic approach to education, since many factors outside of school affect the likelihood of a child enrolling. “Universal primary education is not merely a question of schooling rates, it is also about quality. This implies equipping children and youth with the basic skills they need for working life and providing them with a solid education in values.” (*Fundacion Intervida Special 2001*) The NGOs further elaborated that Non-Formal Education, which is education generally understood as a life long process, delivered through independent but nevertheless complementary channels, is an important element within the progress of achieving the Millennium Development Goal 2 and Education for All. Non-formal Education, appeared at the United Nations for the first time in 1967 during the Conference on World Educational Crisis by UNESCO and has since been strongly connected to the concept of lifelong learning.<sup>15</sup> Non-formal education provides essential like skills through learning by doing, building leadership skills and practicing participation in decision making, practicing peer education and reaching out to young people from marginalized and disadvantaged backgrounds. “Most students rely on the school not only for academics, but also for education about the world outside of their village.” (*ISHA Foundation, Special 2007*) Especially, in a global world like today with all these crises and challenges, it is important to “promote consciousness of human rights through an integrated multidisciplinary methodology.” (*IUS PRIMI VIRI International Association, Special 2004*) Effective universal primary education for all children means that the individual physical, psychological, linguistic, and emotional needs of children must be met through a full course of primary schooling. Simply teaching the 3 Rs (reading, ‘riting, ‘rithmetic) is no longer an effective strategy in the 21st century. (*Ukrainian World Congress, Special 2003*)

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<sup>15</sup> [www.unesco.org](http://www.unesco.org)

- **Involve various social actors**

One of the major points raised by almost 50% of the NGOs is the fact that they feel a need for the involvement of all stakeholders and better strategies and coordination for the future. Only by working together and jointly acting as a unity and helping each other out instead of doing things separately, it is possible to achieve the Millennium Development Goal 2 and Education for All. As stated above, education is one of the fundamental rights for all children and does not only benefit that one person but the whole family, community, society and therefore the world. *World Vision (General 2004)* called upon partnership with “non-governmental organizations, the private sector and Governments to complement efforts, build capacities and secure local educational resources by engaging parents and communities themselves; these creative alliances would be necessary to close the quality gap and to assist the large numbers of children lacking functional levels of reading, basic mathematics and essential skills.” There needs to be a serious education sector dialogue which is inclusive of civil society organisations and associations of parents of children as well as the community. As seen in the statements, most challenges remain with the issue of unequal access of disadvantaged children, especially girls and the poorest children. With poverty, there are many underlying problems that are linked together. For example, once children go home from school they continue to face serious challenges such as violence or the threat of violence and hunger, the vicious cycle will continue and not much will change. Many of the most disadvantaged children’s parents have never been to school and thus have no idea about it. *International Movement ATD Fourth World (General 1991)* explicitly said: “The concept of education must emphasize extending and complementing the education provided by the community and working with parents to ensure that children received an education that would help them improve the living conditions and those of their community.”

- **Strategy and Coordination**

It was clear from the statements that the NGOs do not just want more unity in terms of tackling the issues but a well structured and coordinated approach, as the issue of

education is a pressing issue which cannot be neglected anymore. It is a concern in many places, without boundaries in east or west and north or south. Every nation on every continent has to be deal with it. It seems clear that the NGOs want coordination and coherence around education. “A comprehensive, coordinated, coherent approach to financing and delivery of services is critical at national, regional and global levels involving all stakeholders including the United Nations and Civil Society.” (*Congregation of our Lady of Charity of the Good Shepherd, Special 1996*) The Millennium Development Goal 2 and the Education for All can only be reached when there is a reassurance of an inter-sectoral approach through networking, coordination and harmonisation between education providers and users and stakeholders involved in other sectors, related or not.

About 13% of the NGOs that called for coordination of various stakeholders noted that International Organizations in particular should take the lead and bring these actors together and set goals as well as monitor their achievements. For example, *ISHA Foundation (Special 2007)* made clear that: “ECOSOC's leadership is an important catalyst for the necessary international cooperation among public, private, civil society sectors to achieve the MDGs without delay.”

Especially and not exclusively, the most disadvantaged children have to be included in the strategies of all stakeholders. Specific policies, in terms of inclusion of the least advantaged children, are very much needed. *Leonard Cheshire Foundation (Special 2006)* put an example and “call[s] on countries to adopt a multi-sectored approach and to work with civil society to pilot innovative projects to address inclusion. Stakeholders should work together to develop indicators and targets to measure the enrolment and learning outcomes of children with disabilities and to track budget commitments.”

- **Promote gender equality**

As unequal access of girls was one of the major challenges, it is logical that 33 NGOs specifically put attention on stronger commitment towards gender equality. Many of the

NGOs urged that to ensure equal access to quality education for girls, particularly at the secondary level, strategies must be introduced to overcome barriers. A lot of them included financial incentives, reducing distances to schools, recruiting qualified female teachers, eliminating gender bias from textbooks, creating safer school environments, providing better hygienic facilities, and organizing counselling and mentoring schemes. Girls should be encouraged to study science, engineering, technology etc.

Even though there has been a lot of progress in terms of gender equality and many governments did a lot to promote the access of girls to primary and secondary education, it seems as if, a legal framework has not always resulted in the improvement of sexuality education and gender equality in schools. *Equidad de Genero: Ciudadania, Trabajo y Familia A.C. (Special 2007)* states that “Classroom activities reproduce gender and age discrimination. Sensitive issues such as sexual initiation, pregnancy and sexually transmitted infection risk and prevention, dating violence, school bullying and sexual harassment is approached superficially. Curriculum advances have not been accompanied by earmarked financial resources, teacher training or the production of quality educational materials.”

Looking at the statements, it can be said that a major obstacle to the full implementation of the internationally agreed goals and commitments related to sexuality education and gender equality include economic and political factors. *Friends of Africa International Inc. (Special 2009)* also specifically stated that there needs to be more attention paid to: “the gender disparity in school attendance - still affecting girls globally - especially during and after conflicts...It has been observed that social and cultural limitations and traditions increase gender based discrimination during and after conflicts.”

Thus, as mentioned above, in order to overcome these barriers, it is important to have a strong unity and coordination and commitment for gender equality.

- **Guarantee free of charge education to all**

*Nord-Sud XXI (Special 1995)* recalls that “160 States have ratified the International Covenant of Economic, Social and Cultural Rights (ICESCR) which in article 13 obliges

States to make primary, secondary and higher education progressively free.” 30% of all NGOs specifically stated that this is a major recommendation that they have for the governments of all nations. The NGOs explicitly urged governments to make education a political priority integrated into national poverty reduction strategies. If unequal access is the major challenge for children not to have any education, then it must be clear to everyone that governments have to provide guaranteed free education for all. Otherwise, all the small stakeholders in the chain cannot do anything, no matter how much they try, unless the governments really commit themselves.

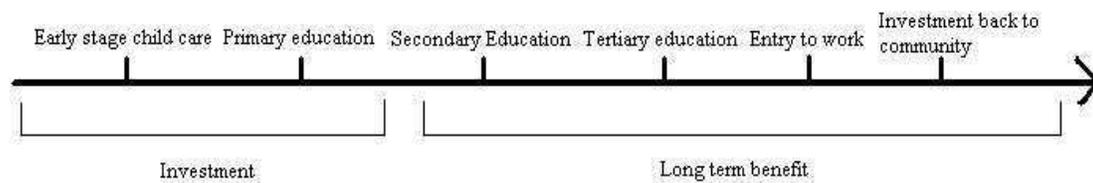
In addition, free primary education alone does not ensure school attendance. Primary education should be free and compulsory. *Franciscans International (General 1995)* has welcomed the fact that, “in sub-Saharan countries, the abolition of primary school fees resulted in an increase in primary-school enrolment.” Also, with regard to secondary education, many NGOs have raised their voice for free entry. *Women's Board Educational Cooperation Society (Special 2001)* notes that: “A striking disparity can be seen in the percentage of females aged 25 years and older, who have had secondary education. In Sub-Saharan Africa, it is 23.9% as opposed to the corresponding percentage of males which is 38.1% (Human Development Report 2010)”. Therefore, coordination and strategy would be also very useful for secondary education. The link of the challenges stated above to secondary education is very strong, as unequal access and poor learning in early stages is seen as the main stumbling block for progress of children through grades and transition to upper primary and thereafter to secondary stages of schooling. As can be seen once again, this cycle will go on and on unless everyone acts now and works together in unity. *Jesuit Refugee Service (Special 2002)* urges: “Recognizing that a primary education is no longer enough, extend compulsory free education through secondary school for all children regardless of their status.”

- **Public Investment in Education**

30% of the NGOs raised their voice towards more action by the governments with regard to public investment in education. First of all, it was striking to see that they asked for

more investment in education. *CIVICUS - World Alliance for Citizen Participation (General 2004)* summarizes the point: “No society has ever achieved significant human development for its citizens without substantial and steady investment in education.” Governments have to understand that early investment in education is essential, as it creates a long term benefit for that person and for the whole society.

Graph 2.1



A very large number of dropouts consist of very bright students, who have to work to earn their fees and other expenses. Money spent on education adds to the wholesome development of the society. (*World Muslim Congress, General 1967*) It was shocking to learn that: “Presently, 21 developing countries are spending more on arms than on primary education. In addition, only 2% of humanitarian aid is given to education and 38% of aid requests for education are met.” (*Company of the Daughters of Charity of St.Vincent de Paul, Special 2007*) It is not acceptable to see that one of the major challenges is unequal access to schools and additionally that governments do not invest enough in education. There seems to be discrimination even within the public investment. As stated by *Native Women's Association of Canada (Special 2005)*: “Aboriginal federally-funded reserve schools receive 25% to 50% less funding per student than off-reserve provincially funded schools.” If stakeholders would invest more, then the challenge of unequal access could be diminished as well, as investment in sanitation, roads and other physical barriers would also help.

- **Importance of motivation and support for teachers**

In order to achieve good results while taking the holistic approach to education, one cannot improve the system without regarding the teachers. As they are the ones that deal, manage and communicate with the children on a daily basis, they are very important actors in the whole chain. Around 30 NGOs have stressed out their importance and the necessary commitment by and to them. *Federation of Women Lawyers in Kenya (Special 2002)* states that: “Less than half of teachers are women and this fails to provide girls with a confident and role model, who would inspire children to continue with their education and seek professions that provide decent income.” Notably, many NGOs referred to the enhancement of teacher training without discrimination and also guarantee a decent wage for livelihood. Many teachers in developing nations need training; many are barely more qualified than the level they are supposed to teach. One of the fundamental conditions on which quality in a classroom rests is that teachers are motivated and capable of engaging students. *AVSI Foundation (general 1996)* brought forward that: “Education happens in a relationship of trust and care, as felt by the teacher when he/she is treated as a person and looks at him/herself as always in the need/track of being educated and supported in his/her professional and personal development, as well as by the student when he/she is valued by the teacher.” *Pax Romana (Special 1949)* said that one of the most important things is: “Prioritizing education in state budgets. It is impossible to demand exceptional results of students and teachers without providing proper tools. Teachers must be considered essential to the development of education policy and must be valued as resources by governments. If there is true dedication to education, then a commitment to educators must be made to turn words into actions.” Specifically, in developing countries, teachers work under difficult conditions, barely managing to earn enough and in addition, many of them have to go beyond their regular duties to guide students through simple hygiene practices and social skills. Therefore, it is important to understand that teachers are the backbone of the education system and also need continuous investment and development and their importance has to be recognized.

- **Ensure a safe environment**

Not only the teachers, but also the many students learn under difficult conditions. 22 NGOs specifically recalled the importance of assuring a safe environment. *Pax Romana (Special 1949)* noted that: “In places where the educational environment is threatened by violence, security procedures should be implemented in order to make schools safe for all students, especially girls. Without the protection of girls’ education, there is no full commitment to Education for All.” *GOI Peace Foundation (Special 2004)* stated that it is important: “to develop a safe space for children of all ages, regardless of nationality, background and any disabilities, involving various stakeholders of the local community as volunteers, including housewives, senior citizens, parents, school teachers, activity experts as well as foreign residents of the community.” Especially, in areas of armed conflict, as stated earlier by *Company of the Daughters of Charity of St. Vincent de Paul (Special 2007)* as described by: “72 million children are denied the right to education. Over half of these children are denied that right by armed conflict. 28 million of them are of primary age.” Further, *Friends of Africa International Inc (Special 2009)* elaborated: “School children are often conscripted or recruited as soldiers. Many girls and women become victims of sexual violence making it unsafe to attend school.” Without regarding the importance of assuring safety to all children, especially the least advantages ones; it is not possible to reach the Millennium Development Goal 2 and Education for All.

- **Provide more information**

All the challenges that arise need to be address by the governments, civil society as well as international organizations. But this cannot be done without the necessary information and data. It is notable that 20 NGOs specifically stated that there is not sufficient data to overcome these problems and to use it in order to advance and solve problems. With this regard, information should be made more available on various issues. “More information should be available on school drop-outs and this data should be used effectively to develop strategies.” (*Center for Migration Studies of New York, Special 2001*) “There needs to be more information on sexuality that is appropriate for different age groups. Provide accurate and comprehensive information on health, including prevention of HIV and other sexually transmitted infections.” (*International Women's Health Coalition,*

*Special 1995*) “Young people are not given the information they need to make informed decisions about their health and well-being in many areas of their lives.” (*International Planned Parenthood Federation, General 1973*) With regard to information, many NGOs also included the investment into technology in order to enhance the effectiveness, such as the suggestion by *Society for the Psychological Study of Social Issues (Special 1991)* “Invest in the use of information communication technologies to increase students’ access to and active participation in their learning, especially useful for connecting with children of vulnerable groups and rural or remote areas.”

## **Conclusion**

*"Our times demand a new definition of leadership - global leadership. They demand a new constellation of international cooperation - governments, civil society and the private sector, working together for a collective global good."*

- Ban Ki-Moon, United Nations Secretary General (2009)

The United Nations is both a participant in and a witness to an increasingly global civil society. Civil Society Organizations play a key role at major United Nations Conferences and are indispensable partners for UN efforts at the country level. NGOs are consulted on UN policy and programme matters.<sup>16</sup> Nevertheless, in the context of ECOSOC, there has never been a summary of the main thoughts and ideas about their opinions and views. This had to change, as the NGOs have a vast experience in terms of area specific issues and challenges. They work with the communities on a daily basis and understand the ongoing problems that arise. In the areas of development “NGOs have added a new dimension to traditional politics and have helped humankind to find new forms of addressing our global problems. Today, it is no longer contentious to say that without the active involvement of civil society we would live in a world ridden with much more

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<sup>16</sup> [www.un.org/civilsociety](http://www.un.org/civilsociety)

violence and human rights abuses, burdened with greater social injustice and equipped with less sensitivity to the ecological problems we are facing.”<sup>17</sup>

As stated by the NGOs, there has been a lot of progress with regard to education, but nevertheless it is not possible to reach the Millennium Development Goal 2 with the goal to ensure that all boys and girls complete a full course of primary schooling by 2015. Also, the goal of the “Education for All” campaign which tries to achieve education for all by 2015 will not be reached. There are still many challenges remaining and these have to be addressed immediately. The main challenge brought forward by the NGOs lies in the unequal access to education, especially for girls, children with disabilities and the least advantaged children such as children from poor families, migrants, indigenous and/or street children. Due to the fact that all this revolves in a cycle, in many areas of the world, not going to school leads to various other problems which essentially end in poverty and possibly death.

This is not acceptable as governments do have the capacity to act against this vicious cycle. They have to commit themselves, as much as the NGOs do, in restricting this cycle to deepen and everyone has to understand that education is a necessary component to end this. Improving access to and the quality of education is the most rewarding investment a country can make. Investing in education will accelerate economic and social development by enhancing human capital, slowing population growth, and alleviating poverty. This also needs the involvement of NGOs, the private sectors and any other stakeholder. The NGOs call for coordination and effective strategies to work together and act as one unity. Especially in a fast-moving global world such as today, the challenges are so complex and intertwined, that governments cannot act solely anymore and that there needs to be cooperation and coordination in order to tackle the issues. Most of the challenges are not unique and specific to one country or area. They are universal and thus need a universal and holistic approach. It is not that these challenges are new and just development. They are very well known, but nevertheless denied by many actors. This

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<sup>17</sup> Mirror.undp.org

paper raises the voice of the Non-Governmental Organizations. And these voices should not be neglected nor overheard.

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12. World Health Organization Website ([www.who.org](http://www.who.org))

## Appendix

### NGOs requesting to make Oral Statements at the 2011 ECOSOC HLS:

<b>Organization</b>	<b>Status</b>	<b>Year</b>
Africa Humanitarian Action	Special	2008
African Citizens Development Foundation	Special	2009
Associazione Casa Famiglia Rosetta	Special	2009
AVSI Foundation	General	1996
Baha'i International Community	Special	1970
Biopolitics International Organisation	Special	2006
Buddha's Light International Association	Special	2003
CARE International	General	1991
Cause Première	Special	2010
Center for Practice-Oriented Feminist Science	Special	2001
Concerned Women for America	Special	2001
Conference of Non-Governmental Organizations in Consultative Relationship with the United Nations	General	2002
Convention of Independent Financial Advisors	Special	2007
Dianova International	Special	2007
Dones per la Llibertat i Democràcia	Special	2010
Education International	Special	1950
Egyptian Center for Women's Rights	Special	2007
European Disability Forum	Special	2003
Fédération européenne des centres de recherche et d'information sur le sectarisme	Special	2009
Foundation for Subjective Experiments and Research	Special	2008
Foundation for the Social Promotion of Culture	Special	2004
Franciscans International	Special	1995
Imam Ali's Popular Students Relief Society	Special	2010
Inter-African Committee on Traditional Practices Affecting the Health of Women and Children	Special	1993
International Alliance of Women	General	1947
International Association for Religious Freedom	General	1995
International Association of University Presidents	Special	1993
International Buddhist Relief Organisation	Special	2000

<b>Organization</b>	<b>Status</b>	<b>Year</b>
Africa Humanitarian Action	Special	2008
African Citizens Development Foundation	Special	2009
Associazione Casa Famiglia Rosetta	Special	2009
AVSI Foundation	General	1996
International Council for Education of People with Visual Impairment	Special	1989
International Eurasia Press Fund	Special	2007
International Federation "Terre des hommes"	Special	1987
International Federation of University Women	Special	1947
International Federation of Women in Legal Careers	Special	1961
International Forum for Child Welfare	Special	1995
International Movement ATD Fourth World	General	1991
International Network of Liberal Women	Special	2003
International Save the Children Alliance	General	1993
Istituto Internazionale Maria Ausiliatrice delle Salesiane di Don Bosco	Special	2008
Kimse Yok Mu	Special	2010
Legiao da Boa Vontade	General	1999
Leonard Cheshire Foundation	Special	2006
Native Women's Association of Canada	Special	2005
New Future Foundation	Special	2008
Palestinian Centre for Human Rights	Special	2000
Planetary Association for Clean Energy	Special	2004
Shirley Ann Sullivan Educational Foundation	Special	2010
Society to Support Children Suffering from Cancer	Special	2001
Soroptimist International	General	1984
United Network of Young Peacebuilders	Special	2010
Women's Health and Education Organization	Special	2008
World Association of Girl Guides and Girl Scouts	General	2000
World Information Transfer	General	2002
World Jewellery Confederation	Special	2006
World Vision International	General	2004
World Youth Alliance	Special	2004

### Written Statements submitted to ECOSOC in 2011:

Organization	Status	Year	UN Document Symbol
Academy for Educational Development	Special	2009	E/2011/NGO/136
ActionAid	Special	1991	E/2011/NGO/92
African Citizens Development Foundation	Special	2009	E/2011/NGO/41
All India Women's Education Fund Association	Special	1999	E/2011/NGO/42
Alpha Kappa Alpha Sorority	Special	2009	E/2011/NGO/43
American Psychological Association	Special	2000	E/2011/NGO/44
Asian Centre for Organization Research and Development	Special	1999	E/2011/NGO/45
Asian People's Disability Alliance	Special	2007	E/2011/NGO/26
Asian-Pacific Resource and Research Centre for Women	Special	2000	E/2011/NGO/46
Association for Reproductive and Family Health	Special	2007	E/2011/NGO/14
Association Nationale Al Hidn	Special	2007	E/2011/NGO/48
Associazione Casa Famiglia Rosetta	Special	2009	E/2011/NGO/25
Associazione Comunita Papa Giovanni XXIII	Special	2006	E/2011/NGO/78
AVIS Foundation	General	1996	E/2011/NGO/27
Bangladesh Women Chamber of Commerce and Industry	Special	2007	E/2011/NGO/24
Biopolitics International Organisation	Special	2006	E/2011/NGO/06
Brothers of Charity	Special	1995	E/2011/NGO/15
Buddha's Light International Association	Special	2003	E/2011/NGO/23
Bunyard Literacy Community Council	Special	1999	E/2011/NGO/16
Care International	General	1991	E/2011/NGO/28
Center for Migration Studies of New York	Special	2001	E/2011/NGO/22
Centre Africain de Recherche Industrielle	Special	2001	E/2011/NGO/52

Organization	Status	Year	UN Document Symbol
Children of the World: Regional Public Charitable Fund of Assistance to Cultural and Sports Development of Children and Young People	Special	2007	E/2011/NGO/08
Christian Blind Mission	Roster	2002	E/2011/NGO/58
CIVICUS – World Alliance for Citizen Participation	General	1995	E/2011/NGO/29
Comite Francais pour l'Afrique du Sud	Special	2007	E/2011/NGO/53
Company of the Daughters of Charity of St. Vincent de Paul	Special	2007	E/2011/NGO/124
Concerned Women for America	Special	2001	E/2011/NGO/57
Congregation of Our Lady of charity of the Good Shepherd	Special	1996	E/2011/NGO/81
Dianova International	Special	2007	E/2011/NGO/51
Equidad de Genero: Ciudadania ,Trabajo y Familia	Special	2007	E/2011/NGO/59
Federation Europeenne des Centres de Recherche et d'Information sur le Sectarisme	Special	2009	E/2011/NGO/60
Federation europeenne des femmes actives au foyer	Special	1998	E/2011/NGO/17
Federation of Western Thrace Turks in Europe	Special	2006	E/2011/NGO/61
Federation of Women Lawyers in Kenya	Special	2002	E/2011/NGO/62
Fondation Ostad Elahi - Ethique et Solidarite Humaine	Special	2008	E/2011/NGO/02
Foundation for Social Promotion of Culture	General	2004	E/2011/NGO/30
Foundation for Subjective Experience and Research	Special	2008	E/2011/NGO/63
Foundation for the Rights of the Family	Special	1987	E/2011/NGO/18
Franciscans International	General	1995	E/2011/NGO/19:
Friends of Africa International	Special	2009	E/2011/NGO/64
Fundacion Cimientos	Special	2010	E/2011/NGO/20
Fundacion Intervida	Special	2001	E/2011/NGO/65

Organization	Status	Year	UN Document Symbol
Geriatrics Care Foundation of Pakistan	Special	2004	E/2011/NGO/66
Global Alliance on Accessible Technologies and Environments	Special	2010	E/2011/NGO/67
Global Helping to Advance Women and Children	Special	2009	E/2011/NGO/68
GOI Peace Foundation	Special	2004	E/2011/NGO/69
Gray Panthers	Roster	1981	E/2011/NGO/70
Half the Sky Foundation	Special	2006	E/2011/NGO/125
Help for the Andes Foundation	Special	2009	E/2011/NGO/71
Howard Center for Family, Religion and Society	Special	2003	E/2011/NGO/72
Humanitarian Foundation of Canada	Special	2005	E/2011/NGO/09
IFENDU for Women's Development	Special	2010	E/2011/NGO/120
Imam Ali's Popular Students Relief Society	Special	2010	E/2011/NGO/73
Inclusion International	Special	1975	E/2011/NGO/74
Institute for Planetary Synthesis	Roster	1998	E/2011/NGO/126
Institute of International Education	Roster	1983	E/2011/NGO/75
Istituto Internazionale Maria Ausiliatrice delle Salesiane di Don Bosco, International Volunteerism Organization for Women, Education and Development + International organization for the Right to Education and Freedom of Education (Joint Statement)	Special	2008 1989	E/2011/NGO/134
International Association for Religious Freedom	General	1995	E/2011/NGO/31
International Association for the Exchange of Students for Technical Experience	Roster	1963	E/2011/NGO/76
International Association of Applied Psychology	Special	2005	E/2011/NGO/77
International Association of Charities	Special	2003	E/2011/NGO/50
International Association of Schools of Social Work	Special	1947	E/2011/NGO/127

Organization	Status	Year	UN Document Symbol
International Association of University Presidents	Special	1993	E/2011/NGO/79
International Buddhist Foundation	Roster	1998	E/2011/NGO/80
International Council for Adult Education	General	1991	E/2011/NGO/56
International Council for Education of People with Visual Impairment	Special	1998	E/2011/NGO/21
International Federation of Agricultural Producers	General	1947	E/2011/NGO/13
International Federation of University Women	Special	1947	E/2011/NGO/82
International Federation of Women in Legal Careers	Special	1961	E/2011/NGO/119
International Forum for Child Welfare	Special	1995	E/2011/NGO/84
International Geographical Union	Roster		E/2011/NGO/84
International Movement ATD Fourth World	General	1991	E/2011/NGO/83
International Network of Liberal Women (Joint Statement)			E/2011/NGO/32
International Ocean Institute	Special	1974	E/2011/NGO/03
International Ontopsychology Association	Special	1999	E/2011/NGO/04
International Planned Parenthood Federation	General	1973	E/2011/NGO/33
International Presentation Association of the Sisters of the Presentation of the Blessed virgin Mary + Sisters of Notre Dame de Namur (Joint Statement)	Special	2000 2001	E/2011/NGO/133
International Research Foundation for Development	Special	1998	E/2011/NGO/11
International Women's Health Coalition	Special	1995	E/2011/NGO/86
IPAS	Special	1998	E/2011/NGO/87
ISHA Foundation	Special	2007	E/2011/NGO/88
IUS PRIMI VIRI International Association	Special	2004	E/2011/NGO/89
Jesuit Refugee Service	Special	2002	E/2011/NGO/10
Korean Institute of Brain Science	Roster	2007	E/2011/NGO/05

Organization	Status	Year	UN Document Symbol
Lawyers Without Borders	Special	2004	E/2011/NGO/90
Legiao da Boa Vontade	General	1999	E/2011/NGO/34
Leonard Cheshire Foundation	Special	2006	E/2011/NGO/91
Maasai Aid Association	Special	2010	E/2011/NGO/49
Mision Mujer	Special	2007	E/2011/NGO/93
Native Women's Association of	Special	2005	E/2011/NGO/135
New Future Foundation	Special	2008	E/2011/NGO/95
Nord-Sud XXI	Special	1995	E/2011/NGO/94
Organisation Mondiale des associations pour l'éducation prénatale	Special	2005	E/2011/NGO/47
Organization for Defending Victims of Violence	Special	1998	E/2011/NGO/96
Organization for Industrial, Spiritual and Cultural Advancement - International (OISCA)	General	1995	E/2011/NGO/12
Passionists International	Special	2009	E/2011/NGO/97
Pax Romana	Special	1949	E/2011/NGO/98
Presbyterian Church USA	Special	1998	E/2011/NGO/07
Regards de Femmes + Femmes Solidaires (Joint Statement)	Special	2009 2004	E/2011/NGO/131
Rehab Group	Special	1996	E/2011/NGO/99
Right to Play	Special	2004	E/2011/NGO/100
Robert F. Kennedy Center for Justice and Human Rights	Special	1993	E/2011/NGO/101
Roma Centre for Social Intervention and Studies	Special	2008	E/2011/NGO/102
Rotary International	General	1993	E/2011/NGO/123
Royal Commonwealth Society for the Blind	Roster		E/2011/NGO/103
S. M. Sehgal Foundation	Special	2005	E/2011/NGO/104
Salesian Missions	Special	2007	E/2011/NGO/128
Samaj Kalyan O. Unnayan Shangstha	Special	2010	E/2011/NGO/105
Society for the Psychological Study of social Issues	Special	1991	E/2011/NGO/129
Society of Catholic Medical Missionaries	Special	2000	E/2011/NGO/130

Organization	Status	Year	UN Document Symbol
Soroptimist International	General	1984	E/2011/NGO/35
Space Generation Advisory Council	Roster	2005	E/2011/NGO/106
Sudanese Women General Union	Special	2007	E/2011/NGO/107
To Love Children Educational Foundation International	Special	2006	E/2011/NGO/01
Ukrainian World Congress	Special	2003	E/2011/NGO/108
UNANIMA International	Special	2005	E/2011/NGO/121
Union of British Columbia Indian Chiefs	Special	2003	E/2011/NGO/109
Unitarian Universalist Association	Special	1997	E/2011/NGO/110
United States Federation for Middle East Peace	Special	2005	E/2011/NGO/111
Volontariato Internazionale per lo Sviluppo	Special	2009	E/2011/NGO/112:
Women and Modern World Centre	Special	2008	E/2011/NGO/55
Women's Federation for World Peace International	General	1997	E/2011/NGO/36
Women's World Summit Foundation	Special	1995	E/2011/NGO/122
Women's Board Educational Cooperation Society	Special	2001	E/2011/NGO/113
World Association of Girl Guides and Girl Scouts	General	2000	E/2011/NGO/37
World Family Organization	General	1948	E/2011/NGO/38
World Federation of Khoja Shi'a Ithna-Asheri Muslim Communities	Special	2007	E/2011/NGO/114
World for World Organization	Special	2006	E/2011/NGO/54
World Human Dimension	Special;	2000	E/2011/NGO/115
World Movement of Mothers	General	2004	E/2011/NGO/132
World Muslim Congress	General	1967	E/2011/NGO/39
World Society for the Protection of Animals	Special	1971	E/2011/NGO/116
World Youth Alliance	Special	2004	E/2011/NGO/117
Zenab for Women in Development	Special	2005	E/2011/NGO/118
Zonta International	General	1968	E/2011/NGO/40