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Report on the World Family Summit 2019
May 13 – 15, 2019
Lisbon - Portugal

1. The World Family Summit 2019 held in the beautiful Lisbon – Portugal’s Capital in May 13 – 15 was very successful. With more than 170 vibrant participants from all over the world, the three days intensive work brought us again, the assurance that WFO daily work is incredible rewarded when it comes to the annual World Family Summit results.
2. The WFS 2019 was held in partnership with the Portuguese Ministry of Work, Solidarity and Social Security, the National Commission for Equality in Labor and Employment (CITE), the United Nations Institute for Training and Research (UNITAR), the United Nations Department of Economic and Social Affairs (DESA, the National Associations for Family Actions (ANJAF), National Union of Associations for Protection of Motherhood and Childhood (UNAPMIF) and Development Partners (DP).
3. To all our partners we would like to register here our gratitude for the cooperation and hard work to make the WFS 2019 a great success.
4. To the WFS 2019 Guest of Honor, Mrs Maria do Céu da Cunha Rêgo, an eminent Portuguese Jurist and member of many organizations working on studies and promotion of equality between women and men, our recognition and gratitude for bringing to the Summit her inspiring life history of sharing and solidarity.
5. With 7 Plenary Sessions, 2 Success Stories Session, 12 Electronic Sessions and an Opening and Closing Ceremonies, the Program fulfilled completely participants expectations, holding the meeting room permanently full.
6. The Theme of the WFS 2019 was **No Family Left Behind: Families and Local Authorities working together to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**



7. The Plenaries for general discussions focused important themes for the different modern concepts of education, not forgetting to tackle social inclusion and solidarity as follows:

- **Family, Education and Development in an interconnected world.**
Education plays a key role in building sustainable, inclusive and resilient societies and has reciprocal linkages with almost all other goals in the 2030 Agenda for Sustainable Development. As we are living in an increasingly interconnected and interdependent world, new levels of complexity, tensions and paradoxes are rising Families vulnerability, inequalities and exclusion. This Panel will discuss the reciprocal linkages between education and development and the potentialities to offer new knowledge horizons and opportunities for Families with strengthened solidarity in our collective endeavour for inclusive and sustainable human and social development.
- **Education and the 2030 Agenda: Strategies for Family empowerment, equality and inclusiveness.**
The 2030 Agenda is universal, holistic and indivisible, with a special imperative to leave no one behind. Within the Sustainable Development Agenda, meeting the education goals is regarded as a key for progress of all other SDGs. This Panel will focus on the challenges and strategies to overcome persistent barriers for vulnerable and marginalized families, excluded from equal education opportunities on the grounds of gender, ethnicity, ability, socio-economic status or other parameters. It also aims to highlight innovative and promising educational policies and strategies to reach all learners, respecting their diverse needs, abilities and characteristics and to eliminate all forms of discrimination in the learning environment.
- **Ready to Learn: The promise of meeting the target for universal quality pre-primary education and youth development education.**
A child's most important steps happen before they set foot in a primary school. By their fifth birthday, their brain is 90% developed and the foundations for success at school and in later life are in place. Quality early learning opportunities prior to entering school level, prevent learning inequalities, improve learning outcomes and strengthen chances for success in life. Young people are, by right, a legitimate stakeholder group in any development efforts that aspires to be relevant, efficient and inclusive. Technical and vocational skills development is a key mechanism to support lifelong learning and youth employment. This Panel will discuss the international, national, sub national and local commitment to provide access to quality early childhood development, youth development education and affordable quality technical and vocational education and training and skills relevant for youth employment, decent jobs and entrepreneurship.
- **Civil Society Perspective: the bottleneck and ways forward in SDG4 implementation.**
The Education 2030 Framework of Action recognizes the important role of civil society organizations play in advancing SDG4 and called for CSOs engagement at all stages from planning to implementation to monitoring to evaluation. The CSOs efforts within these processes to guarantee attention to issues of equity, non-discrimination, building effective implementation, accountable and inclusive institution at all levels and participatory decision making, are decisive for good governance. This Panel will discuss the experiences and bottlenecks of CSOs in different levels, performing different actions to advance SDG4.
- **Opening Doors to Refugees and Migrant Families: Teaching and Learning respect for cultural diversity.**
Leaving no one behind is among the most aspirational and often cited global commitments of the United Nations 2030 Agenda for Sustainable Development. Migration and displacement are two global challenges the agenda needs to address in achieving the 17 Sustainable Development Goals.



Families affected by migration and displacement include those who move, those who stay and those who host immigrants, refugees or other displaced populations and interact with education in many ways. In a global context, marked by the rise of new and continued threats to global peace, democracy, justice and human rights, the global community is increasingly struggling with the notion of what it means to “respect cultural diversity” as well as “teach and learn” about respect for cultural diversity in a complex and globalized world. This session will focus on the importance of promoting an appreciation of cultural diversity and the challenges to ensure that policy commitments to cultural diversity are aligned with education policies and practices that support peace, justice and social inclusion.

- **Skilling and Reskilling for Life and Work: Learning throughout life and through multiple pathways.**

Our world today is characterized by accelerated and unprecedented pace of change. Globalization, new technologies, migration, changing labour markets, and transnational environmental and political challenges will demand new skills and knowledge needed for work, citizenship and life in the twenty-first century. Technological development, particularly digitization, deserves increasingly attention. Due to automation, new occupations are emerging while others are no longer in demand. The digital economy itself is also bringing-in new types of informality and vulnerability. At a time when millions of families will need the set of skills that is required for work and life, the challenge for all countries is to develop and implement effective education, lifelong learning and training policies that include a focus on re-skilling and upskilling. This Panel will focus on the policy measures and solutions that can simultaneously equip the current and next generation of workforce with the skills they need for a not-yesterday- imagined future.

- **Higher Education, Technology, Innovation and Future of Learning: The connection between a rapidly changing world of work impacted by the digital revolution, evolving demand for generic competencies and technical skills and a changing role of providers, with an emphasis on lifelong learning.**

The Agenda 2030 for Sustainable Development aims to "leaving no one behind". Access, insertion, permanence, and completion of quality higher education is of great interest for society. There has been a growing recognition of the need to rethink education and better understand its capacity to achieve transformation, not only at the individual level, but also at the family and societal level, promoting another more just and sustainable model of development. Greater attention to inclusion will contribute to strengthening the relationship between social integration and education, which is fundamental to the goals of development, democracy and peace. Countries must rethink social and human development and design from there the future that we want for all, including the relationship between higher education and the world of work. This Panel will discuss how higher education will be affected by and contribute to a fast-changing learning and work environment while increasing inclusive access and enhancing equal opportunities of success.

8. After each presentation, the discussions and recommendation were expressed on the negotiations and approval of the World Family Summit Declaration, which was presented, as every year, to the 2019 UN ECOSOC High Level Political Forum.



World Family Summit 2019
Lisbon Declaration

No Family Left Behind - Families and Local Authorities working together to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The theme of the World Family Summit 2019 “No Family Left Behind: Families and Local Authorities working together to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” complements the guiding theme of the 2030 Agenda for Sustainable Development Goals (SDGs) of “Leaving No One Behind”. The World Family Summit 2019 brought together the experiences, good practices and the endeavors of governmental organizations, civil society organizations, local authorities and academia working on family issues across the world.

We ministers, representatives of governments at national, sub-national and local levels, regional and international organizations, including UN agencies, non-governmental organizations, academia, parliaments, the private sector, youth, media and families, numbering 179 participants from 35 countries representing all continents of the world came together to the World Family Summit 2019 which successfully concluded its agenda “No Family Left Behind - Families and Local Authorities working together to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, and unanimously approved the Lisbon Declaration which recommends the consideration of the following family related issues as the main topics for mainstreaming actions at the local, sub-national, national, regional and global levels, as follows:



Considering that poverty eradication is the greatest global challenge facing the world today and an indispensable requirement for sustainable development and the promises to freeing humanity from poverty and hunger continue to be a matter of urgency;

Considering the universal relevance the Agenda 2030 for Sustainable Development and the centrality of education for reaching the SDGs;

Recognizing that people, families and communities are at the center of sustainable development and it is imperative to work together to promote sustainable and inclusive economic growth, social development and environmental protection to benefit all, in particular the children, youth and future generations, without distinction of any kind such as age, sex, gender, disability, culture, race, origin, ethnicity, migratory status, religion or belief, economic or other status;

Reaffirming that education, training and lifelong learning plays a key role in building sustainable, inclusive and resilient societies and has reciprocal linkages with almost all other goals in the 2030 Agenda for Sustainable Development and potentialities to offer new knowledge horizons and opportunities for families with strengthened solidarity in our collective endeavour for inclusive and sustainable human and social development;

Recognizing that education and training is a public good and public responsibility, a fundamental human right and an important basis for ensuring personal fulfilment and for the realization of other rights essential for peace and sustainable development;

Highlighting that a child's important steps happen in the family before they set foot in a primary school and quality early learning opportunities prior to entering school level, prevent learning inequalities, improve learning outcomes and strengthen chances for success in life;

Noting that leaving no one behind is the most aspirational and often cited global commitments of the Agenda 2030 for Sustainable Development and migration and displacement are the most global challenges the agenda needs to address, opening the doors to migrant and refugees families by developing empathy, solidarity and respect for cultural differences and diversities in the framework of Human Rights;

Acknowledging that the digital economy is bringing in new types of informality and vulnerability, challenging countries to develop and implement effective education and training, lifelong learning, re-skilling and upskilling required for work and life to millions of persons and families;

Reaffirming that access, insertion, permanence and completion of quality higher education is of great interest for every individual and for society specially due to the changing nature of the world of work and how this is reflecting in a change of technical skills and generic competencies demands, resulting in the consequently growing role of higher education institutions as actors within evolving lifelong learning systems and tools to enable sustainable development;

Recognizing that the implementation of the sustainable development goals depends on a global, regional, national, sub-national and local partnership with the active engagement of governments, civil society, the private sector,



families and people, complemented by multi-stakeholder public, public-private and civil society partnerships able to mobilize and share knowledge, expertise, technology and financial resources:

1. We commit ourselves to advocate for the right to inclusive quality education and the fundamental role of education, training, lifelong learning, higher education and research as key drivers for sustainable development, including for climate change adaptation and mitigation, and call for strengthened global and local collective action on SDG4 within the 2030 Agenda.
2. We encourage local governments, communities and families to work together in a participatory approach at local level, promoting civic engagement to the importance of family education towards the reinforcement of the daily life practice of Human Rights, democratic citizenship, social cohesion and sustainable development on which peace is founded.
3. We call for a global, regional, national, sub-national and local commitment to include migrants, displaced persons and refugees in our education and training systems and to facilitate the recognition of their academic and professional qualifications, skills, and competencies, in line with national legislation and international agreements.
4. We call for a global, regional, national, sub-national and local commitment to include stateless and people in vulnerable situation in the regular education and training systems.
5. We strongly support actions for the implementation of quality gender-responsive education and training for boys and girls and for men and women, for professional activities as well as for unpaid care and domestic work to achieve gender equality and the empowerment of all women and girls.
6. We reinforce our commitment to strengthening education on and for Human Rights, for global citizenship and for sustainable development to promote values as respect for life, dignity and cultural diversity and contribute to solidarity, social cohesion, democracy, social justice and peace.
7. We commit to advocate for open, flexible and responsive education and training systems that support the development of a broader range of knowledge, skills and competencies, from early childhood to adulthood, to contribute to sustainable, peaceful, inclusive and just societies, and to engage in decent work in rapidly changing labor markets.
8. We commit to the meaningful involvement of all social partners at global, national, sub-national and local levels in the development of policies for education and lifelong learning and to the inclusion of families, youth, students, teachers, school, university leaders and parents into an effective social dialogue for sustainable development.
9. Advocate for local, sub-national, national, regional and global to consider education a priority in terms of investment allocation, and to pay attention to the skills for life in the new labour market, namely the access to technology within our digital evolving economy.



10. We advocate for including Human Rights Education in the educational, vocational and lifelong learning systems.
11. We strongly advocate for the achievement of gender equality, empowerment of women and girls and family well-being, by ensuring men's full engagement and effective participation in sharing the burdens of unpaid care and domestic work, through the strengthening of Parental Protection with equal rights at international, regional, national, sub-national and local levels.
12. We advocate for full recognition that unpaid care and domestic work should be acknowledge and valued as a human right and duty at international, regional, national, sub-national and local levels.

The messages and commitments presented in this Declaration will be submitted to the 2019 ECOSOC HIGHT LEVEL POLITICAL FORUM and to all our members and supporters at national, sub-national and local levels.