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Vienna NGO Committee on the Family

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Dear Readers of Families International,

This 103rd issue focuses, amongst others, on texts from UNICEF dealing with Parenting Interventions, with Adolescent Well-being and with fertility issues. It also includes a text from UNESCO on 'Engaging Families in literacy and learning.' These texts emphasise the knowledge resources, relating to, and relevant for families, which are available from the United Nations and its agencies. Also included is the text of a Resolution adopted by the United Nations General Assembly on the 'Follow-up to the twentieth anniversary of the International Year of the Family and beyond.'

Further included in this issue No. 103 are texts from Member Organisations of the Committee, as well as a list of recent and upcoming events.

Sincerely,

Peter Crowley Ph.D.

Editor

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From the United Nations

United Nations

A/RES/71/163



General Assembly

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Seventy-first session
Agenda item 26 (a)

Resolution adopted by the General Assembly on 19 December 2016

[on the report of the Third Committee (A/71/476)]

71/163. Follow-up to the twentieth anniversary of the International Year of the Family and beyond

The General Assembly,

Recalling its resolutions 44/82 of 8 December 1989, 50/142 of 21 December 1995, 52/81 of 12 December 1997, 54/124 of 17 December 1999, 56/113 of 19 December 2001, 57/164 of 18 December 2002, 58/15 of 3 December 2003, 59/111 of 6 December 2004, 59/147 of 20 December 2004, 60/133 of 16 December 2005, 62/129 of 18 December 2007, 64/133 of 18 December 2009, 66/126 of 19 December 2011, 67/142 of 20 December 2012, 68/136 of 18 December 2013 and 69/144 of 18 December 2014 concerning the proclamation of, preparations for and observance of the International Year of the Family and its tenth and twentieth anniversaries,

Recognizing that the preparations for and observance of the twentieth anniversary of the International Year in 2014 provided a useful opportunity to continue to raise awareness of the objectives of the International Year for increasing cooperation on family issues at all levels and for undertaking concerted action to strengthen family-centred policies and programmes as part of an integrated comprehensive approach to development,

Recognizing also that the objectives of the International Year of the Family and its follow-up processes, especially those relating to family policies in the areas of poverty, work-family balance and intergenerational issues, with attention given to the rights and responsibilities of all family members, can contribute to ending poverty, ending hunger, ensuring a healthy life and promoting well-being for all at all ages, promoting lifelong learning opportunities for all, ensuring better education outcomes for children, achieving gender equality and the empowerment of women and girls and eliminating all forms of violence against women and girls, as part of an integrated comprehensive approach to development,

Acknowledging that the family-related provisions of the outcomes of the major United Nations conferences and summits and their follow-up processes continue to provide policy guidance on ways to strengthen family-centred components of policies and programmes as part of an integrated comprehensive approach to development,

Recognizing the efforts made by Governments, the United Nations system, regional organizations and civil society, including academic institutions, to fulfil the objectives guiding the preparations for the twentieth anniversary of the International Year at the national, regional and international levels,

1. Takes note of the reports of the Secretary-General;
2. Encourages Governments to continue to make every possible effort to realize the objectives of the International Year of the Family and its follow-up processes and to develop strategies and programmes aimed at strengthening national capacities to address national priorities relating to family issues;
3. Invites Member States to invest in a variety of family-oriented policies and programmes, as important tools for, inter alia, fighting poverty, social exclusion and inequality, promoting work-family balance and gender equality and the empowerment of women and girls and advancing social integration and intergenerational solidarity, to support the implementation of the 2030 Agenda for Sustainable Development;
4. Encourages Governments to support the United Nations Trust Fund on Family Activities;
5. Encourages greater collaboration between the Department of Economic and Social Affairs of the Secretariat and the United Nations funds and programmes, as well as other relevant intergovernmental and non-governmental organizations active

in the family field, as well as the enhancement of research efforts and awareness-raising activities relating to the objectives of the International Year and its follow-up processes;

6. Calls upon Member States and agencies and bodies of the United Nations system, in consultation with civil society and other relevant stakeholders, to continue providing information on their activities, including on good practices, in support of the objectives of the International Year and its follow-up processes, to be included in the report of the Secretary-General;
7. Requests the Secretary-General to submit a report to the General Assembly at its seventy-second session, on an exceptional basis, and a report to the Assembly at its seventy-third session, through the Commission for Social Development and the Economic and Social Council, on the implementation of the objectives of the International Year and its follow-up processes by Member States and by agencies and bodies of the United Nations system;
8. Decides to consider the topic "Implementation of the objectives of the International Year of the Family and its follow-up processes" at its seventy-second session under the sub-item entitled "Social development, including questions relating to the world social situation and to youth, ageing, disabled persons and the family" of the item entitled "Social development".

65th plenary meeting 19 December 2016

From Unicef

Innocenti Research Brief

Parenting Interventions: How well do they transport from one country to another?

Frances Gardner

Centre for Evidence-Based Intervention, Department of Social Policy and Intervention, University of Oxford

This brief, by Frances Gardner, summarizes her team's recent findings from two global, systematic reviews of the effectiveness of parenting interventions. These reviews are published as: Gardner F, Montgomery P, Knerr W. (2016). Transporting evidence-based parenting programs for child problem behavior (age 3- 10) between countries: Systematic review and meta-analysis. Journal of Clinical Child & Adolescent Psychology, 45, 749-762; and Leijten P, Melendez-Torres G, Knerr W, Gardner F. (2016). Transported versus homegrown parenting interventions for reducing disruptive child behavior: A multilevel meta-regression study. Journal of the American Academy of Child and Adolescent Psychiatry, 55, 610-617.

There is strong evidence that behavioural parenting programmes improve caregiver-child relationships, reduce child problem behaviour, and prevent physical and emotional violence against children.¹⁻⁵ Many governments, international organizations such as UNICEF, the World Health Organization (WHO), the United Nations Office on Drugs and Crime (UNODC), and non-governmental organizations (NGOs) such as Save the Children, which address child maltreatment and youth problem behaviour, are promoting widespread rollout of parenting programmes.⁶⁻⁹ UNICEF offices have become increasingly interested in introducing parenting support into their programming, with a focus ranging from violence prevention to early childhood development.

To date, the majority of evaluations that show the effects of parenting programmes are from high-income countries, although there is a growing list of rigorous, randomized trials from low- and middle-income countries, including Indonesia, Iran, Liberia and Panama.¹⁰⁻¹³

UNICEF Office of Research – Innocenti has worked on research related to support for families and parents since 2013. In particular, Innocenti supported research on the Sinovuyo Caring Families Programme for Parents and Teens,^{14,15} by partnering with Oxford University in doing qualitative research that examined service delivery mechanisms and

implications for taking it to scale. This study complemented the randomized control trial.

As interest in parenting programmes grows, policymakers, service providers and others are faced with a range of decisions, including whether to import an intervention from another country or region (which may have very different cultural values), or whether to develop one locally. We use the term 'transport' to refer to moving a programme from one country to another.

This Research Brief summarizes the results of the first rigorous studies^{16,17} of cross-national transportability of parenting programmes.

WHAT ARE THE AIMS OF BEHAVIOURAL PARENTING PROGRAMMES?

Parenting programmes are the primary strategy for increasing parents' knowledge, and helping them develop attitudes and behaviours that support and/or improve children's behaviour and mental health. These programmes are designed to promote safe, nurturing, non-violent home settings – both in the immediate family and in the next generation. The results of more than a hundred randomized trials have shown that parenting programmes can:

- improve parents' knowledge and attitudes in relation to parenting;
- improve the relationship between parents and their children;
- increase parents' use of positive parenting techniques and non-physical discipline strategies;

- reduce the likelihood of parents physically and emotionally abusing their children;
- reduce children's aggression and disruptive behaviour;
- reduce the likelihood of children developing mental health and conduct problems later in life; and
- in some cases, improve parental depression and mental well-being and reduce parental stress.¹¹

IS IT BETTER TO IMPORT A PROGRAMME OR DEVELOP ONE LOCALLY?

Developing a new programme is time-consuming and costly. Established parenting programmes – those with the best evidence of effectiveness – have been designed using decades' worth of knowledge and behavioural research. If an intervention has proved to be effective in a certain context, this can be a promising sign for its effectiveness in another context. If, as is likely, coercive parent-child interactions¹⁸ contribute to child maltreatment and to the development of disruptive child behaviour across different countries, similar techniques to break these cycles may work equally well across countries.^{4,9,19-21}

Transporting a programme from one country or region to another may, however, limit the extent to which it can be adapted to the needs of families in the destination country or culture. This is because the transported programme – like any programme – has to be implemented with fidelity. Changing any of its core components or delivery methods could affect its impact. Developing interventions locally, based on the same underlying theory as established interventions, means the intervention can be customized to fit the specific needs, expectations and values of the participant families.^{22,23}

EVIDENCE ON TRANSPORTED AND LOCALLY DEVELOPED PROGRAMMES

The two recent reviews summarized here investigated the transportability of parenting interventions. The first¹⁶ looked at whether interventions are effective when they are transported from one country to another, and whether differences in cultural factors or family policy regimes could influence effectiveness. The second¹⁷ tested directly whether locally developed or transported programmes are more effective.

Methods

The first study¹⁶ was a systematic review and meta-analysis of 17 randomized controlled trials of evidence-based parenting interventions, which did not

take place in the country of origin of the intervention. The second study¹⁷ was a systematic review and multi-level, meta-regression of 129 randomized trials of parenting interventions, aimed at improving positive parenting and reducing disruptive child behaviour, and tested whether transported or locally developed interventions were more effective. The authors also compared the effectiveness of transported vs. locally developed programmes across the most common intervention 'brands' and geographical regions (e.g. North America, Europe).

Key findings

The research teams¹⁶ identified 17 trials of 4 intervention brands, which had been transported to another country. All four brands had similar content and theoretical underpinnings, and originated in the United States or Australia. The 17 trials took place in 10 countries in 5 regions (n=1,558 children): Canada; Iceland; Iran; Ireland; Hong Kong, China (3 trials); the Netherlands; Norway (2 trials); Puerto Rico; and Sweden; and the United Kingdom (5 trials). Thus most took place in Europe or North America, and few in Asia, the Middle East and Latin America. Data from the 14 highest quality trials (i.e. randomized trials) showed evidence of strong, highly significant effects on child problem behaviour in countries that had imported the interventions.

Leijten and colleagues¹⁷ found that transported and locally developed interventions were equally able to reduce disruptive child behaviour. This was true regardless of intervention brands and geographical regions, demonstrating that parenting interventions based on the same principles led to similar outcomes, whether transported or locally developed.

The results of both studies strongly suggest that interventions should be chosen because they have a strong evidence base, or because they include the same parenting principles and components as evidence-based programmes, and not primarily because they have been developed locally, or for a particular region or population.

Similar effects – regardless of national family policies and spending

The authors of the reviews¹⁶ found no differences in effect sizes for trials in countries with high vs. low spending on family benefits, or with 'family-friendly' policies, or by level of child poverty. For instance,

the United States, where most of the interventions originated, has higher rates of child poverty and lower spending on family benefits than most developed countries, and zero weeks of guaranteed parental paid leave. It was striking that, despite economic and policy differences between countries of 'origin' (e.g. the United States) and 'importing' countries (e.g. Hong Kong (China), Sweden, United Kingdom), the effect sizes in trials were consistent, or better, in importing countries.

Similar effects – regardless of regional or cultural distance

Findings of the same review¹⁶ suggested that interventions transported from the United States and Australia to other high-income countries in a largely European or North American cultural context, showed comparable effect sizes to those in the country of origin. However, effect sizes were higher when the same interventions were transported to regions that were culturally more distant: Asia; Latin America; and the Middle East. The authors also assessed cultural context using data from the World Values Survey (WVS),²⁴ which provides representative national data on socio-cultural and political values and beliefs from 97 countries. The WVS includes data on whether a country has a strong or weak adherence to its traditional cultural and social norms: the greater the adherence, the more likely it is to emphasize the centrality of parent-child ties, respect for authority, and traditional family values. Trials of interventions transported to countries with more traditional values, tended to show higher effect sizes than in countries categorized as adhering less to traditional norms. The WVS also separates societies into regions based on shared cultural values (Protestant Europe, English speaking, Latin America, Islamic, and Confucian). The biggest effects were seen in countries in the Islamic, Latin American, and Confucian cultural groups, notwithstanding the fact that the interventions originated in English-speaking countries. This suggests that the greater the cultural distance between importing and origin countries, the stronger the effects.

Leijten and colleagues¹⁷ found four trials of transported interventions in Hong Kong, and one of each in Iran,¹³ Panama¹¹ and Indonesia.¹² They found one trial of a locally developed intervention in Hong Kong, Israel²³ and Liberia.¹⁰ Although there were not enough of these trials to meta-analyse by region, they conducted a narrative analysis of the

findings from the individual trials. The findings showed strong effects on child behaviour when interventions were transported to Hong Kong,²⁵ Iran, and Panama. The intervention transported to Indonesia showed no significant effects on disruptive child behaviour.¹²

Adapting interventions to new countries and cultures

When interventions are transported from one setting to another, there is often some degree of surface-level adaptation, such as the translation of materials or manuals into the language of the new setting, or the changing of images or vignettes in materials, to reflect local circumstances or conditions.

The studies summarized here found very limited reporting on levels of cultural adaptation of imported interventions. Previous reviews and trials have presented somewhat mixed conclusions on whether interventions need extensive – rather than just superficial – adaptations before being imported to a new country or cultural context.²⁶⁻²⁹ A dominant (and plausible) view is that parenting interventions are effective in new cultural contexts only if there is an extensive multi-stage adaptation process,^{27,29} or if there is limited cultural distance between the countries, as hypothesized by Sussman et al.^{16,30}

The findings from the two systematic reviews considered here, however, point to a different conclusion, suggesting, in some cases, even stronger effects when interventions are imported into very different contexts and cultural settings. Most of the included interventions were well-established and had clear training and certification systems, which are likely to have been imported directly into new countries; in many cases the same training systems and manuals were replicated. It may be that the in-built flexibilities inherent in many parenting interventions, make a major contribution to their success when transported from one country to another. It is also highly plausible that the basic principles of the intervention included in the review (e.g. building parent-child relationships through play and positive attention, and child behaviour change through social learning), are universal across cultures.

IMPLICATIONS FOR RESEARCH USERS AND POLICYMAKERS

The two studies summarized in this brief involved analyses of some 130 randomized controlled trials

of behavioural parenting interventions, in 18 countries, with more than 10,000 participants. No significant differences in effectiveness between transported and locally developed parenting interventions were found. The same underlying theoretical principles thus led to similar effects, regardless of whether translation of these principles into an intervention was done locally, or in another country. This is reassuring for policymakers, practitioners, and service commissioners, who can benefit from programmes that have been designed and shown to work in other countries, thereby saving costs that would be incurred from designing and developing an entirely new programme. Importantly, this finding held, regardless of the geographical region into which the intervention was imported, or the brand of intervention. The findings therefore support both the dissemination of evidencebased parenting interventions across countries and the use of locally developed and rigorously tested interventions, based on the same theoretical principles.

Despite the strong intuitive appeal of locally developed programmes, there is very little evidence to suggest they are more effective than imported programmes. This finding is relevant to policymakers in countries that do not have well-established, evidence-based programmes, who want to choose an intervention. Moreover, if the choice is between the implementation of locally developed interventions that have not yet been tested in randomized trials (which represent the majority of parenting interventions in most countries, and especially in low- and middle-income countries⁴), and interventions that have been fully tested, then preference should arguably be given to fully tested ones, even if the trials were conducted in different cultural settings.

Of course, some imported programmes are expensive in terms of licence fees and training costs; this needs to be weighed against the costs and considerable time investment needed to develop and test a new programme. One solution is to develop and test low cost, not-for-profit, evidence-based programmes, such as the WHO initiative, 'Parenting for Lifelong Health',^{8,31} which began with the Sinovuyo programmes in South Africa,^{14,15} and is now developing, adapting and testing low-cost programmes in randomized trials, in other low- and middle-income countries.

KEY FINDINGS AND RECOMMENDATIONS

- Parenting interventions based on social learning theory principles are an effective strategy to improve parent-child relationships, and reduce violence against children and disruptive child behaviour.
- Policymakers and clinicians must often choose between using imported interventions developed in other countries, and interventions developed locally.
- Contrary to common belief, parenting interventions appear to be at least as effective, when transported to countries that are different culturally and in their service provision, from those developed for a specific national or cultural context.
- Transported and locally developed parenting interventions do not differ in their effectiveness in reducing disruptive child behaviour; this finding was robust across intervention brands and geographical regions of Western countries.
- There does not appear to be strong evidence that interventions need extensive adaptation when transported from one country to another, although more research is needed.
- Interventions should be selected because of their evidence base, rather than their cultural specificity.

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Innocenti Research Brief

Measuring Adolescent Well-being: National Adolescent Assessment Cards (NAACs)

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WHY A NATIONAL ADOLESCENT ASSESSMENT CARD?

Advocacy and action for adolescents have been hampered by the lack of a concrete results framework that can be used to describe the state of the world's adolescents and serve as a basis for goals and targets. Furthermore, there is a need for such a framework to incorporate interventions in a range of sectors that contribute to adolescents' development and well-being. At country level, no sets of indicators are available against which to measure progress. Equally, at the global level, no framework to review outcomes against targets exists. Notably, a large number of existing indicators that are available to measure adolescent well-being tend to be problem- or risk-oriented, limiting our ability to understand adolescents fully. In order to fill this gap, UNICEF, in collaboration with key partners, is facilitating the development of an outcome-based framework that incorporates the key dimensions of an adolescent's life and a proposed set of globally comparable indicators that will provide a common platform to track the progress of adolescent development and well-being. These indicators will form the basis of a National Adolescent Assessment Card (NAAC) that will incorporate core policy and programme elements; build on, synthesize and strengthen existing adolescent initiatives; and support advocacy and action at global, regional and national levels.

Selection criteria for indicators

The indicators included in the NAAC have been selected based on a number of criteria:

- Simple and easy to collect - Disaggregated by age, sex and other relevant characteristics - Universally relevant
- Appropriate across settings - Part of existing and routine data collection mechanisms - Linked to other efforts at national level to collect and synthesize data, such as the SDGs - Able to stimulate action at country-level.

FIVE WELL-BEING DOMAINS

The indicators are organized into 5 well-being domains. These were conceived after a review of the literature and exploration of existing sectoral frameworks. The five domains reflect the ways in which national governments are usually organized and incorporate the core policy and programme elements that have been agreed upon in previous international consensus meetings.

- Adolescents attain their highest physical health and mental well-being;
- Adolescents feel safe and protected in their families, among their peers, in their schools and in their social/virtual environment;
- Adolescents are actively engaged in learning in formal or non-formal education systems;
- Adolescents are socially, culturally and civically active in their communities;
- Adolescents are prepared for sustainable and non-exploitative, productive work. Uniquely, these domains interpret adolescent well-being using positive development or assets-based language, striving for a more balanced approach to measuring risks and opportunities for adolescents. The NAAC will include five core indicators in each of the five domains (5X5) that will be universally relevant, and a number of 'Plus' indicators that countries themselves will be able to select based on specific national priorities in the various domains, for example HIV-related mortality or Female Genital Mutilation/Cutting (FGM/C).

The selected indicators intend to support and stimulate an intersectoral and rights-based approach to policies and programmes and ideally should link with indicators that are collected before and after the second decade, in order to make connections across the life course. In addition to the limited list of outcome indicators that would be included in the NAAC, countries will be able to include indicators of particular importance to their specific situation. At the same time, it will be important to provide guidance and strengthen national processes to support

the collection of other more operational country-specific data that would need to be collected if the indicators are to influence national policies and programmes. Piloting the NAAC will take place during 2016. The first step involves populating the card with existing data for pilot countries.

Pilot countries – which include Brazil, Indonesia, Nepal and Zambia – will focus on four initial actions during the pilot:

- 1) Reviewing the indicators included in the 5x5 matrix and related materials;
- 2) Sharing this with an existing interagency/governmental group focusing on adolescents (where this doesn't exist, it's an opportunity to form such a group);
- 3) Working with that group to select 'Plus' indicators for the different domains; and 4) Clarifying what would be useful for interpreting the indicators and using them to strengthen policies and programmes regarding situation analysis/programme tools and technical assistance.

ANCHORING THE NAAC IN COUNTRY PROCESSES

Importantly, the NAAC is aligned to the SDGs, a critical step to ensure governments are invested in

measuring and tracking adolescent well-being. If the NAAC is to stimulate action at national level as well as contribute to advocacy, it will need to be relevant to countries, and be able to respond flexibly based on national priorities. Increasingly the role of civil society organizations in championing transparent publication of the status of adolescents in their country needs to be encouraged. In some cases, these issues may be sensitive.

KEY EVENTS IN THE DEVELOPMENT OF THE NAAC

January 2015 - March 2015: Initial consultations with a wide variety of partners including WHO, Nike, UNFPA, Gates Foundation, etc

March 2015 - September 2015: Preparatory phase

September 2015: First Partner consultation meeting, New York

October 2015 – January 2016: Populating score cards and initiation of discussions with pilot countries

February – April 2016: Additional data secured from World Bank and World Health Organization

May 2016 – June 2016: Webinar with flagship countries, piloting

September 2016: Launch of NAAC

Innocenti Research Brief

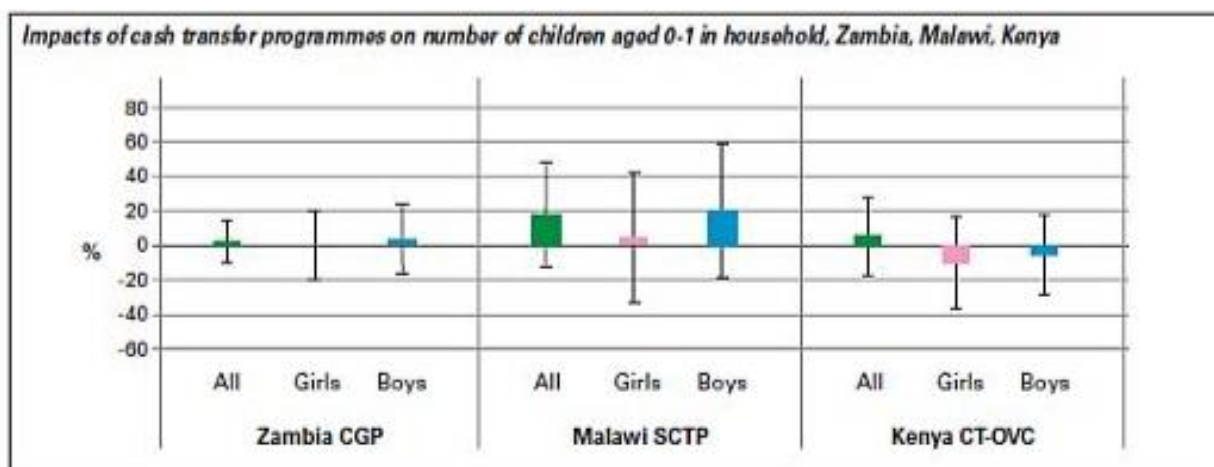
Unconditional Government Social Cash Transfers in Africa Do Not Increase Fertility: Issue Brief

Tia Palermo and Lisa Hjelm

OVERVIEW

Social cash transfers (SCT) have become an important component of social protection in sub-Saharan Africa and rigorous evaluations have demonstrated the ability of these programmes to improve food security, school enrolment, health, and other outcomes. However, a common perception surrounding the design and implementation of these programmes is that cash transfers targeted to families with young children will incentivise families to have more children. Understandably, a concern to policymakers in contexts where fertility is high and resources are constrained, this perception is a key barrier to scaling up SCT programmes. However, contrary to this belief, research has demonstrated that SCT's generally have no or few impacts on fertility.

To date, research on unconditional cash transfer programmes in Africa (including Kenya, Malawi, South Africa and Zambia) have demonstrated no impacts of cash transfer programmes on increased fertility. In Latin America, studies from conditional cash transfer programmes have also generally found no fertility impacts, with two exceptions. One study in Honduras found a short-term increase in probability of birth that was most likely linked to the programme design which allowed increases in the transfer with the birth of a child, or addition of a pregnant woman, to a household. Another study in Mexico used a somewhat selective sample, possibly decreasing the generalizability of the findings and conflicting with existing (though shorter-term) evidence on the same programme.



AFRICAN CONTEXT

Africa was the last region to start experiencing the demographic transition globally, has experienced declines in fertility rates more slowly than other regions, and the transition has even stalled in some countries with total fertility rates (TFR) over five children on average per woman. Thus policymakers are understandably concerned that programmes might incentivize more births, yet evidence from

the region overwhelmingly demonstrates that these unintended consequences are not realized. Women receiving South Africa's Child Support Grant (CSG) were actually less likely to have a subsequent pregnancy than women with similar characteristics not receiving the grant and this unconditional programme, which universally targets households with children under age 18, led to decreased adolescent sexual activity and pregnancy.

Studies examining Kenya's Cash Transfer for Orphans and Vulnerable Children (CT-OVC), Malawi's Social Cash Transfer Scheme (SCT) and the Zambian government's Child Grant Programme (CGP) all found there were no impacts of cash transfer programmes on child bearing. The figure above shows no impacts of cash transfer programmes on the total number of children aged 0-1 in households after 48 months in Zambia, 12 months in Malawi, and 24 months in Kenya. Further, Kenya's CT-OVC led to decreased sexual debut and first pregnancy among young people aged up to 25 years. In addition to the number of young children in the household, the Zambian study also examined fertility histories of individual women and found no impact on total births to women over a four-year period. For women under the age of 25, the CGP even decreased fertility after 36 months, but impacts disappeared after 48 months among this younger sample.

CONCLUSION

Evidence of increased fertility in response to social cash transfers appears to be largely anecdotal, and rigorous quantitative evaluations of the programmes do not support this claim. However, some design features that could minimize the fertility incentive can be built into programmes.

Examples include:

1. Continuing the grant up through age 10 so that care givers are not worried about the child/household 'aging out' of the transfer scheme too rapidly
2. Capping the grant at a maximum number of children
3. Calculating eligibility per household, not per number of children.

From Unesco

UIL Policy Brief 9 Engaging families in literacy and learning

UNESCO Institute for Lifelong Learning

The 2030 Agenda for Sustainable Development sets ambitious targets that can only be met through integrated approaches to the persistent challenges of disadvantage, inequality and exclusion. Among the innovative strategies to emerge in past decades, family learning stands out as a transformative approach that works across generations and between institutions, breaking down barriers between home, school and community. Research evidence supports a 'whole family' approach to tackling literacy and other educational challenges that disadvantaged families and communities face. Creating environments that encourage reading and writing, promoting a culture of cooperation among institutions, and embedding literacy and learning in other services for disadvantaged families enable intergenerational learning programmes to succeed.

The power of learning families

Learning together as a family is a tradition rooted in all cultures, across all world regions. While family learning activities usually have a focus on broader life skills, they often also include the development of literacy, numeracy and language skills. Every child should have the right to be part of a family that learns together and the right to literate parents, grandparents and caregivers. The aim of policy is to help break the intergenerational cycle of low education and literacy skills, and support teachers and parents in preventing school failure and drop-out. Developing well-planned, purposeful learning opportunities that support progression must be a key aspect of family learning policy. When services for adults and children work together to create inclusive and accessible learning opportunities for all age groups, they can contribute to the development of a 'learning family'. This concept describes a family that has at its heart a readiness to learn and an interest in developing knowledge and skills to transform the lives of individual family members, the family as a

whole and the wider community (NIACE, 2009). Every member of a learning family is a lifelong learner in their own right. However, the added value of an intergenerational approach is that it ensures that family members are involved in one another's learning activities. This creates an environment of mutual encouragement and aspiration that can have a long-term positive impact on the culture, habits, motivation, attitudes and pattern of learning. Family learning presents adults and children with opportunities to become independent, proactive lifelong learners.

How intergenerational learning contributes to SDG 4

Sustainable Development Goal (SDG) 4 of the 2030 Agenda requires countries to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Family learning has a critical role in supporting this overall goal, as well as in contributing to the achievement of the following SDG 4 targets:

- *Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes (SDG 4.1).*
- *Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education (SDG 4.2).*
- *Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations (SDG 4.5).*
- *Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy (SDG 4.6).*

Family learning can contribute to the achievement of other SDG 4 targets as well as to SDGs addressing issues of poverty, nutrition, health and well-being, gender equality, water and sanitation, decent work and sustainable communities.

Why implement family learning programmes?

The case for an intergenerational approach to learning and literacy is supported by the principle that learning should be lifelong and the fact that the development of literacy, numeracy and language skills is an age-independent activity. It is never too early or too late to start literacy learning. Disadvantaged parents who lack strong literacy skills need targeted support to translate their ambitions for their children into reality. In multilingual and multicultural contexts, they may also need help in learning the language of the school. Programmes that provide literacy and general parenting support often emphasize a 'whole family' approach to literacy and learning whereby parents (re)discover literacy alongside their (pre)school-aged children.

Early intervention is critical to prepare children for school and to prevent them from dropping out. It can also have a longer-term impact in persuading young people to remain engaged in education, training or employment. It is unrealistic to rely on schools as the only solution: families and communities need to become integrated elements of a more holistic strategy. Forging bonds across communities and institutions encourages greater recognition of the value of informal adult and community learning and promotes a culture of lifelong learning.

The family learning programme structure

Different contexts, target groups, learning needs and institutional settings and capacities have resulted in the development of many different types of family learning programme (UIL, 2015). A common model has three components: adults' sessions, children's sessions, and joint sessions where adults and children develop activities together. Programmes typically operate from local pre-schools and primary schools, community- and faith-based institutions, neighbourhood organizations, and adult education providers.

Promoting partnerships and cooperation among these institutions can strengthen connections between schools, families and communities. By building on literacy practices and strengths already present in families, successful family literacy programmes can ultimately lead to more social cohesion and community development.

What evidence supports intergenerational approaches to learning?

Supporting children's early cognitive, linguistic and pre-literacy development can be challenging for parents and caregivers who lack literacy skills. Research indicates a strong association between parents' education levels and their children's level of literacy acquisition. Studies therefore stress the importance of intergenerational approaches to literacy learning (Brooks et al., 2008; Carpentieri et al., 2011). Very often, the desire to help their children with school readiness and schoolwork motivates parents to (re)engage in learning themselves (European Commission, 2012).

Family literacy and family learning

Family literacy refers to the development of the literacy, numeracy and language skills of both children and adults. It enables caregivers whose own education has been limited for various reasons to help their children with learning through intergenerational interactions and relationships. Family literacy programmes address the learning needs of an entire family rather than individuals in isolation. Family literacy should be a core element of all intergenerational learning.

Family learning implies broader learning activities including, but not limited to, literacy. It encompasses any learning activity that involves both children and adult family members where learning outcomes are intended for both, and which contributes to the development of a positive learning culture in the family (NIACE, 2013). It recognizes the vital role that parents, grandparents and other caregivers play in children's education. It values and supports all forms of learning in homes and communities, and seeks to break down artificial barriers between learning in formal, non-formal and informal settings.

The wider community plays a critical role in sharing informal skills and expertise between generations, and can help families that have encountered negative experiences of learning or have been excluded from formal education opportunities.

Research on the results of family literacy programmes reveals immediate benefits as well as a longer-term impact on children and adults alike (Brooks et al., 2008; Carpentieri et al., 2011; European Commission, 2012; NIACE, 2013). Such programmes can have long-term benefits lasting well into adulthood (Leseman, 2001). Family literacy

programmes provide parents with the strongest possible motivation for participation: improving their children's chances in life (Carpentieri et al., 2011). There is also evidence that these programmes attract adults who would not otherwise take part in education (Brooks et al., 2008). They are also a highly cost-effective way of creating richer literate environments (Carpentieri et al., 2011).

The benefits are not confined to educational outcomes, however. High-quality programmes prepare caregivers to succeed as parents and employees, enhance bonds between parents and children, strengthen connections between families, schools and other institutions, and revitalize neighbourhood networks, leading to stronger communities (Family Strengthening Policy Center, 2007). Evidence also suggests that children of families who participate in literacy programmes improve their reading skills and test scores and are less likely to drop out of school.

The benefits for adults are also clear: parents who engage in family literacy programmes are more likely to complete their programme than those who enrol in adult-only education programmes and therefore have a greater chance to make improvements to their family and personal circumstances by acquiring academic and job-related skills (ibid.).

Policy recommendations

Family learning has a critical role to play in supporting a range of important targets, across the full spectrum of SDGs. Unfortunately, this potential is often overlooked by policy-makers (Carpentieri et al., 2011) and a significant opportunity to effect social change is squandered. The following recommendations are based on an analysis of successful family learning programmes.

1. Use a 'whole family' approach to address literacy challenges

Literacy policies and strategies should address all stages of life and involve a range of relevant individuals and organizations. They should not just focus on children's development, nor should they deal exclusively with adult education. Parents and caregivers should be encouraged to embark on a journey of (re)discovering literacy and numeracy alongside their school-aged children.

2. Focus on the creation of literate environments

Tackling limited or poor literate environments is a major challenge, especially in rural and multilingual

contexts. Family literacy programmes should develop a reading culture that permeates families' daily lives. This can be done by helping parents and caregivers to improve their skills and confidence to engage and motivate their children to both develop their language and read for pleasure. Developing rich literate environments means not only making easy-to-read, attractive books (also in local languages), ICT tools and media resources available, but also encouraging families to take every opportunity to use and develop their new skills. Public campaigns that offer resources, support and reading volunteers to disadvantaged families in the context of family literacy programmes can help make this happen.

3. Promote cooperation using flexible funding streams and reporting approaches

Collaboration between different sub-sectors (i.e. pre-school, primary school and adult education), institutions and stakeholders enables successful family literacy and learning programmes. However, due to differing mandates, responsibilities and ways of operating between governmental departments, ministries or providers, such cooperation and related funding sometimes fails to materialize. More flexible funding streams and reporting approaches could help overcome possible hurdles to inter-institutional cooperation and encourage sustainable partnerships. In such well-coordinated family literacy and learning initiatives, one institution should be in charge of family literacy policy.

4. Link literacy and learning to other services for disadvantaged families

Motivating disadvantaged families to participate and remain in family literacy and learning programmes can be challenging, particularly in cases of extreme poverty or negative school experiences. Responding to the needs and interests of participating families, demonstrating cultural and linguistic sensitivity, and developing a sense of ownership within communities and target groups can be helpful in this regard. However, seeking out the co-operation of community leaders and committees, NGOs, government extension programmes (e.g. livelihood

and food-support programmes) and family support services (e.g. health and counselling services) has proven to be even more conducive to engaging vulnerable families. Those responsible for family support services in communities and neighbourhoods should therefore receive training in how to assist

disadvantaged families to take part in literacy learning. Likewise, literacy, numeracy and language development can be embedded in other family support programmes.

5. Use family literacy and learning to break the intergenerational cycle of low education levels

Among disadvantaged families and communities, in particular, a family learning approach is more likely to break the intergenerational cycle of low education and literacy skills levels and nurture a culture of learning than fragmented and isolated measures. However, to make such an approach successful, it is necessary to provide sustained teacher training, develop a culture of collaboration among institutions, teachers and parents, and secure sustainable funding through longer-term policy support and by making it part of the Education 2030 architecture.

From Member Organisations of the Vienna NGO Committee on the Family



International Federation for Family Development:
Papers No. 67
Families and sustainable societies
EU Project FamiliesAndSocieties final recommendations (II)
1 September 2017

This paper continues to summarize the main conclusions and policy recommendations of FamiliesAndSocieties European Union project. The focus will be set on policies encouraging and supporting parents while analyzing the outcomes of parents that spent more time with their children during the early stages of development. Also, strategies to promote higher levels of quality child care, out of school care and entertainment centres as significant to increase cognitive outcomes and success later in life.

The necessity to promote a work-life balance has been addressed in this European project, too. Labour market and family policies aimed to improve reconciliation of work and family responsibilities are critical to support new gender roles and the reallocation of paid and unpaid work between women and men.

Special consideration to women everywhere that virtually have been catching up in the public sphere more than is the case for men in the private sphere.

Education and information are also key policy issues in order to foresight towards the well-being of families and sustainable societies. The project's recommendations include the role of child education in reducing inequality in their lives' chances as adults, while information and counselling for parents helps them cope with parental roles, and raising awareness of employers— and society at large—enhances the understanding of challenges faced by parents.

“Our project has been designed to generate comparative, in-depth, and scientifically grounded knowledge about family changes in Europe, their causes, and their consequences. It aims to improve the understanding of the complexity, the pace, the range, and the direction of these changes, and to distinguish and explain differences and similarities in family development and lifecourse transitions across Europe and within European nations. It furthermore seeks to elicit the linkages between policies and family dynamics, family diversity, and family trajectories, nationally and cross-nationally.”

Project coordinator Livia Sz. Oláh, Associate Professor of Demography at the Department of Sociology, Stockholm University. Interview: Insa Cassens, Population Europe. 2013. [www.populationeurope.eu/statement/family-change-not-over]

Care and the well-being of children
Supporting parenting

Family-friendly policies, such as parental leave, must consider both parents, as time investments by parents are separable. Policies encouraging and supporting parents' efforts to spend more time with their children during the early stages of development and policies promoting high-quality formal child care, out of school care and leisure time centres have positive impacts on child outcomes. Affordable child care, out of school care and recreation should be available, given the positive association between formal child care and positive child outcomes. Child care can provide a channel to reduce inequality gaps, as it benefits disadvantaged and/or marginalized children most if there is affordable quality child care. Hence, there is a strong case for providing public

funding of early childhood programs for them. Child care policies also ought to consider the timing of any interventions according to its effectiveness in improving child development, as well as duration (and age of entry) of enrolment in child-care. Preliminary evidence indicates that longer external care, particularly more than 36 months of formal care, improves the child's early communication and verbal skills. The empirical findings suggest that early investments (private and public) in children are likely to significantly increase cognitive outcomes and are crucial to success later in life.

Minimizing the negative outcomes of separation/divorce

Fathers and mothers should have the same rights and obligations before and after a divorce or separation with respect to children. The promotion of coparenting after a family break-up is beneficial for children where there is no parental conflict. When there is conflict during or after the dissolution, this should be tackled first before setting up a co-parenting strategy and parental plan. Co-parenting means more than equally shared time: It is two parents remaining equally involved and making all possible efforts to make important decisions together concerning a child, regardless of the time spent with the child. Formal parenting agreements and plans might be a positive next step towards successful co-parenting after divorce or separation.

In terms of economic impact, income transfers and policies aimed at helping divorced/separated parents find and maintain employment can be effective in combating the financial consequences of break-up and thus also weaken long-term negative effects on the children of separated and divorced parents. Also, targeting psychological stressors and their effects on parenting and other social relationships, the availability of mediation/conciliation and counselling programmes are of great importance and key to successful family transitions. In general, all policies aimed at reducing social and economic inequalities and strengthening reconciliation of family and professional life will also help in reducing children's disadvantages and challenges associated with parents' divorce or separation.

Work-life balance

Key findings regarding the gender revolution

Depending on country and region, the male breadwinner – female homemaker family model has more or less given way to a dual earner model, where both men and women contribute to

the family budget and share child care and household duties (to some extent). While men and women can no longer be said to be living in separate spheres, this transformation of gender roles, the “Gender Revolution”, has been asymmetrical. Women everywhere have virtually been catching up in the public sphere more than is the case for men in the private sphere. In most countries, female labour market participation has been increasing much more than male participation in housework and child care.

As a result of these uneven changes, women today are often faced with a double burden or a second shift: after their paid work hours are fulfilled, they are still expected to take the main responsibilities at home. The difficulties of work-family reconciliation experienced by women, and the fact that women's labour force participation is often still subordinated to their organizing and caretaking role in family life, hinder the professional careers of many women and also influence childbearing decisions.

A newly emerging female breadwinner model is underpinned by two factors: the strengthening of women's labour market position based on their investments in education and career development, and the increasing number of couples with women having a higher educational level than their partners. The role of female breadwinner implies not only counternormative behaviour by the mother, but demands for such behaviour also by the father as he relinquishes the ideal of a male breadwinner. This arrangement seems to carry a significant risk of conflict between partners, but also shows the potential for more egalitarian partnerships in other aspects, such as the division of household labour and care responsibilities. A nearly comparable change with respect to men is the emergence of the active/engaged father concept/practice. Yet, unlike the female breadwinner model, the “new father” brings more flexibility in realizing diverse gender self-concepts and less potential for conflict, accommodating a wide range of paternal behaviour.

Education is another driving factor for achieving parity in the gender revolution – education strengthens women's opportunities to jointly develop their professional and family careers and also facilitates fathers' engagement in family life. Until men's contributions to domestic tasks and care work match those of women in paid work, i.e., when the dual earner -dual carer model is achieved, the “gender revolution” will remain incomplete.

Promote work-family balance

Both labour market and family policies aimed at better reconciliation of work and family responsibilities are required to support new gender roles and the reallocation of paid and unpaid work between women and men.

Policies strengthening women's position as an economic provider and men's role as a child care giver are of primary relevance. An increased uptake of leave by fathers contributes not only to enhancing their role as care-givers but also strengthens mothers' employment and career prospects and professional development.

Parental leave policies ought to be individualized to each parent having a certain number of days that cannot be transferred to the other parent ("use it or lose it"). This gives an incentive for both parents to take leave, and help counteract the economic incentives of the higher income earner taking no leave and transferring the days to the other parent, usually the mother. Such policies also improve the wage and pension prospects of the parent who earns less by not being away from the labour force for a long period of time.

Moreover, the individualization of parental leave is changing workplace cultures and attitudes by enabling fathers to take longer leaves making it an accepted norm in the workplace. Thus these policies will also further gender equality. The research demonstrates that men who take longer parental leave also shoulder a larger share of the household chores even after the leave has ended.

Parental leave needs to be affordable. Income substitutes, transfers or benefits should replace a sufficiently high share of a parent's previous income to make parental leave taking feasible for all parents. Low flat-rate benefits are not only a disincentive for men to take parental leave but they also increase the poverty risk for low income families and single parents.

Working time and flexibility are labour policy measures of crucial relevance for balancing work and family demands for parents, particularly in light of new gender roles. Fathers with care responsibilities ought to have the option of reducing working hours, which will enhance active fatherhood and help strengthen the mothers' position in the labour market. Currently, balancing work and care demands is managed predominantly by mothers, especially with children aged 0-3, either by withdrawing from the labour market or moving to part-time employment.

Legal, policy and practice provisions designed for families should be reviewed, considering ways of addressing their formal as well as de facto 'mothers only' provisions. Parents' decisions are very much governed by the possibilities offered. For example, a parental benefit/child care allowance may at first glance appear gender neutral, but referring to a specific division of leave such as '12+2', '15+3' etc. suggests that mothers still take the larger share and fathers take two or three months of leave afterwards, reproducing and sustaining gender inequality.

Laws, policies and practices can also be assessed as to the representation of the role of men and women in the public sphere. Adding baby change units in men's toilets or creating gender-free baby change units, promoting household utensils and baby products linked to men, ensuring that wording of bureaucratic forms and political programmes is addressed to women as well as men, are a few possibilities of making the public sensitive to gender-specific structures and, subsequently, open to gender-free structures. Father and child programmes can also be established. Here there is a need to parent-proof communication

Policy must also address the cultural values in specific national contexts, e.g. regarding the perception and acceptance of different family constellations. Cultural values also have to be taken into account, as they are important for de-gendering social relations and fostering more equal gender relations between women and men, between mothers and fathers.

Foresight towards the well-being of families and sustainable societies

Policy measures aiming to prevent/reduce the reproduction of vulnerability in families ought to be broad, complementary and embedded into a comprehensive strategy. They should comprise services addressing the needs of particularly vulnerable children as well as reconciliation policies, educational policies, care policies and other policy measures.

Education and information are key policy issues. Education of children reduces inequality in children's life chances as adults. Information and counselling for parents helps them cope with parental roles, and raising awareness of employers—and society at large—enhances the understanding of challenges faced by parents. A better understanding of policy interventions that can most effectively prevent the transfer of parents' vulnerability to their children is needed.

Operative policy monitoring would be helpful. In monitoring, policy measures need to be evaluated not only from the perspective of the well-being of families at present but also with regard to their impact on vulnerability reproduction across generations. Another aim is to facilitate acceptance of policy measures among parents, to avoid frustration and inefficiency.

Decreasing unemployment and inequalities in earnings in society at large is necessary if negative future developments with respect to economic, psychological and social vulnerability are to be prevented/reduced. In addition, measures strengthening the integration of current and future immigrants should be promoted in particular, in order to maintain social cohesion.

To be able to design policies for sustainable societies we need to extend our knowledge on the new roles of men and women and their implications for families and societies. Hence, new empirical evidence, either in a comparative perspective or concerning specific countries, is needed, but only a few large datasets in Europe are currently suited for researching the complexity of families.

To gain more and enhanced insights into the daily family life of complex family structures, we need similar datasets for European countries, providing for comparative European analyses. Moreover, longitudinal studies would enhance the understanding of family formation and dissolution processes. A special focus on various family members (especially children) would be particularly helpful here.

Data on family-related life-course transitions must be linked to educational and labour market biographies along with some information on the economic situation and views on gender attitudes. In addition to developing country-specific datasets in accordance with national needs and resources, more attention should be given to international data. For example, the GGS (Generations and Gender Survey) database seems to be a good starting point for further developments. As for the regular Eurostat surveys, such as LFS (Labour Force Survey) and EU-SILC (European Union Statistics on Income and Living Conditions), their modifications already suggested and being discussed would significantly increase their value for

research on family change and gender and their implications for the society.

Key policy recommendations

The following key policy recommendations for 'Care and the well-being of children', 'Promoting a work-life balance', 'Foresight towards the well-being of families and sustainable societies' are highlighted for policymakers and based on main findings of the largescale EU Seventh Framework project, 'Changing families and sustainable societies: Policy contexts and diversity over the life course and across generations' (FamiliesAnd-Societies):

To be able to design policies for sustainable societies we need to extend our knowledge on the new roles of men and women and their implications for families and societies. Family-friendly policies, such as parental leave, should consider both parents, as each of their time investments matters for child development. Affordable childcare, out of school care and recreation should be available, given the positive association between formal childcare and positive child outcomes, which is stronger for children living in more disadvantaged environments. Early and universal access to formal childcare is also one of the most efficient interventions to reduce disadvantages among immigrant children.

Education and information are key policy issues. Education of children reduces inequality in children's life chances when they reach adulthood. Information and counselling for parents helps them to cope with parental roles, and raising awareness of employers—and society at large—enhances the understanding of challenges faced by parents.

Both labour market and family policies aimed at better reconciliation of work and family responsibilities are required to be supportive for the reallocation of paid and unpaid work between women and men, to diminish gender inequality in economic positions across the life course, and to promote rewarding contacts between generations. Policies aimed at reducing social and economic inequalities that favour the reconciliation of family life, private life and professional life will also help reduce children's disadvantages and challenges associated with parents' divorce or separation.



Make
Mothers
Matter

MMM ACTIVITIES TO PROMOTE MOTHERS' RIGHTS

MMM Statement for the 50th UN Commission on Population Development highlights how better support for mothers could impact the population age structure

MMM submitted a written statement highlighting how support for mothers could help mitigate the effects of the current demographic shift, i.e. declining fertility in developed countries coupled with an ageing of populations everywhere.

Worldwide, mothers are deeply concerned by this demographic shift:

- They live it through the family life cycle, successively giving birth, caring for children, grandchildren and ageing parents: mothers are increasingly life-long unpaid caregivers, and much more than men.
- As a result of the unequal distribution of care responsibilities, they face higher risks of poverty in old age than men and women without children – in a context of already declining pension benefits.
- Living longer than men, they also form the largest segment of the older population, especially in the older age bracket.

The MMM Statement develops and makes recommendations regarding two main points:

- Every mother and every child count: taking an intergenerational perspective on poverty for more sustainable ageing societies.
- Caring for the elderly: increases of women's unpaid family care work and related poverty risk in old age must be addressed.

Read the full [MMM Statement: CPD50](#)
(Ref. E/CN.9/2017/NGO/8).

Annual Ministerial Review of the UN Economic and Social Council (ECOSOC): MMM Statement highlights key role of early childhood development for eradication of poverty

In its written statement, MMM presents the scientific, economic and social cases for supporting maternal physical and mental health, early parenting and early childhood education and care, and calls on governments to recognize the critical importance of the early years of a child, starting during pregnancy, and invest in early childhood development.

MMM also calls on governments

- to develop national cross-sectorial policies for educating and supporting mothers and fathers in their caring roles so that every child benefits from protective, loving, nurturing and stimulating environments and relationships during their early years, and
- to recognize that the unpaid work of caring for a newborn baby or a very young child is an essential work that needs to be better recognized, supported and redistributed.

Early childhood care and education – starting during pregnancy – and empowering mothers and other caregivers in the essential role of upbringing children is the best investment a country can make. Not only is it a matter of children's rights, but it will be key to the realization of Goal 1 – Eradicating Poverty, and more generally of the 2030 Development Agenda.

Read the full [MMM Statement: ECOSOC](#)
(Ref. E/2017/NGO/14).

MMM highlights impact of maternal mental health on early childhood development at 35th Session of the UN Human Rights Council

In an oral statement, MMM called on governments to recognize and address maternal mental health difficulties, and to invest in parenting support and early childhood education and care, so that every child can develop to their full potential.

Mental health difficulties, including depression and anxiety, affect 10 to 20% of mothers during pregnancy and the year after childbirth, impacting their ability to provide adequate care, especially nurturing and responsive care, during this critical period of development of their child.

Perinatal mental health problems therefore not only have an adverse impact on the mother, but they also compromise the healthy emotional, cognitive and even physical development of the child, with serious long-term negative consequences.

Every mother has the right to mental health – and every child has the right to develop to their full potential. It is the responsibility of government to adopt cross-sectorial policies that address maternal mental health issues and their impact on child development.

Read the [MMM Oral Statement Right to Health: HRC35](#).

MMM: Speaker at MenCare Global Meeting

From 8–10 June 2017, MMM participated in the MenCare Global Meeting 2017 held in Belgrade, Serbia, which brought together nearly 100 activists, academics, and practitioners from 50 countries. The idea was to share and exchange new findings, lessons learned, and reflections from the field of engaging men as fathers and caregivers for gender equality.

On the 8th, MMM organised a roundtable to present the new work-life balance package from the European Commission launched in April 2017 aimed at increasing labour force participation of women and promoting the equal sharing of unpaid family care work by introducing a generous leave scheme for parents and carers and the right to request flexible working conditions.

The MenCare campaign's second-ever global gathering sought to develop new strategies for continuing the fight for gender equality amid rising challenges, and to raise the profile of men's caregiving within the global advocacy agenda for 2017 and beyond, including via the launch of the State of the World's Fathers: Time for Action report.

The first day revealed key successes and lessons learned about engaging men as involved fathers and caregivers over six years of the global MenCare campaign.

"The first and most important thing is that we value unpaid care. Until we value unpaid care equally to paid work, things aren't going to change. Men are a really important part of making that change happen," said Nikki van der Gaag, Oxfam GB's Director of Women's Rights and Gender Justice, looking back at the past six years of the MenCare campaign.

Findings from the State of the World's Fathers: Time for Action 2017 report were unveiled on the second day of the meeting. The second-ever State of the World's Fathers report, a MenCare advocacy publication produced by Promundo, draws from nearly 100 research studies and reports, with data from nearly every country where it is available, to reveal what has stalled progress toward global gender equality and to lay out a bold agenda for men and boys providing a full 50 percent of the world's unpaid care work.

The final day of the MenCare Global Meeting offered opportunities for regional break-out sessions to allow representatives from similar parts of the world to discuss joint collaboration and ways forward for MenCare.

The MenCare Global Meeting 2017 was jointly hosted by Promundo, Centar E8, and the MenCare Steering Committee, including Sonke Gender Justice, Save the Children, and MenEngage Alliance.

About Make Mother Matter – MMM

Make Mothers Matter (MMM) is an international NGO created in 1947 to raise the awareness of policy makers and public opinion on the contribution of mothers to social, cultural and economic development. MMM has no political or religious affiliations, and thus transparently voices the concerns of mothers at international level with permanent MMM representatives at the United Nations (General Consultative Status), UNESCO and the European Union. MMM federates a network of about 40

grass-root organisations working across the world to advance the rights of women and children. Compiled by Irina Pálffy-Daun-Seiler, MMM Representative to the United Nations in Vienna, with input from Valérie Bichelmeier, MMM Representative

to the United Nations in Geneva, and Olalla Michelena, Secretary General of the European Delegation of MMM.

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Recent and Forthcoming events

2017

November

- 09-12: National Federation of Families for Children's Mental Health 28th Annual Conference (Orlando, FL, USA)
<https://www.ffcmh.org/conference>
- 09-11: European Congress on Family Science (Vienna, Austria)
<http://www.familyscience.eu/>

November/December

- 27-01: International Congress on Youth Ministry and the Family (Madrid, Spain)
<http://www.infoans.org>

2018

February/March

- 28-02: 19th Biennial Helping Families Change Conference (Santa Rosa, Sonoma County, CA, USA)
<https://helpingfamilieschange.org/>

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- ❖ Government of Spain, Catalonia and the Balearic Islands
- ❖ INGOs
- ❖ Niederösterreichische Landesregierung
- ❖ Niederösterreichische Versicherungs AG
- ❖ OMV
- ❖ Rotary International
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