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Dear Readers of Families International,

The Vienna NGO Committee on the Family has focused, amongst others, in the last two years on various aspects of the effects and use of modern media on, and in, families. In 2017, the Committee held an International Forum at the United Nations Vienna International Centre, entitled: 'Internet Use & Domestic Communication Cultures' with Dr. Corinna Peil, from the University of Salzburg (cf. Families International Issue No. 102). In 2018, the Committee organised a follow-up International Forum with Philip Sinner, M.A. also from the University of Salzburg, entitled: 'Socially Disadvantaged Families in a Rich Country, With a Special Focus on Mediation Practices', the text of which is included in this issue No. 108.

Further included in this issue, are texts from United Nations Agencies relating to families, and 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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Socially Disadvantaged Families in a Rich Country With a Special Focus on Mediation Practices

By Ingrid Paus-Hasebrink (principal investigator) and Philip Sinner (Presenter at the Vienna NGO Committee on the Family)

1 Introduction

The present paper reports about a qualitative longitudinal panel-study (2005 – 2017) on child and later adolescent socialisation in socially disadvantaged families. The study was financed by The Anniversary Fund of the Oesterreichische Nationalbank (OeNB) in three separate peer-reviewed projects and it was honoured when it was named a *unique flagship project* at the 50th anniversary of the fund. The whole project is dedicated to the idea of Norbert Elias, according to which research is obligated to serve humanity (Elias, 1987) and has to hand back benefits to the society. This goes hand in hand with the strong belief that, very concrete, socially disadvantaged people, and minors in particular, deserve the support of the whole society, and academia must play its part. Unfortunately, it is not possible to report all the results of such a qualitative twelve-year-project in only one single paper. Therefore, we decided to use it for two purposes: For one thing, we will provide an overview of the study, including the theoretical framework, the methodical approach and selected key findings. On the other hand, we will use the paper as an enhanced table of content that names references in English and German language for further reading, in order to make more profound insights possible.

2 The aim of the study

The study explains how children and adolescents but also their parents make sense of media within the context of their everyday life over twelve years and it provides a unique perspective on the role of different socialisation contexts. Hence, we are not only concerned with the use of media. Instead, we rather discuss their life circumstances, their opportunities to participate in society, the process of their socialisation and, in this context, the role of media, in order to better understand the specific challenges facing them as they grow up and live in a rich country like Austria. Also affected by these contexts are the mediation practices of parents.

This is condensed in the central research question of the entire study:

How do socially disadvantaged children and later adolescents use media in order to make sense of their everyday life and to cope with individual and social challenges?

Concerning the mediation practices, the paper deals with the following research question:

Which mediation practices can be observed in socially disadvantaged families?

3 Theoretical framework

The study is based on a praxeological approach that has been developed by Ingrid Paus-Hasebrink during the project. It should be emphasised that it is not only an approach to research the media socialisation of socially disadvantaged adolescents, rather it is an adaptable approach allowing to deal with different target groups and to investigate various everyday practices. In this understanding, socialisation has to be seen as a dynamic and interlinked process which is connected to both, the individual adolescent and the relevant social contexts like family, peers, institutional contexts such as kindergarten and school, and non-institutional recreational contexts. The interactions of these contexts have to be systematically analysed, in order to understand how adolescents make sense of their life and, in this context, of the media within their everyday lives. The approach is based on three theoretical starting points: 1) Bourdieu's field theory (Bourdieu, 1996) and

theory of practice (Bourdieu, 1977), 2) the praxeological perspective on the role of media in socialisation through a combined analysis of both the subjective and structural components of practice (Weiß, 2000; 2001) and 3) Havighurst's (1972) concept of developmental and life tasks. "A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks" (Havighurst, 1972, p. 2).

Against this backdrop, Ingrid Paus-Hasebrink (2018a) developed a praxeological approach built on three analytical concepts (see Figure 1) for reconstructing everyday practices which led the survey and the analysis:

- *Options for action*
- *Outlines for action*
- *Competences for action*

To learn more about the theoretical framework of the study, the praxeological approach and the analytical concepts please read the article *The role of media within young people's socialization: A theoretical approach* (Paus-Hasebrink, 2018a), Chapter 3 - *The Role Of Media Within Young People´s Socialisation. A Theoretical Approach* of the book *Social Inequality, Childhood and the Media. A Longitudinal Study of the Mediatization of Socialisation* (Paus-Hasebrink, Kulterer, & Sinner, 2019) or the German Chapter *Zur Entwicklung der praxeologischen Perspektive auf die Rolle von Medien in der Sozialisation* (Paus-Hasebrink, 2017) in the edited volume *Langzeitstudie zur Rolle von Medien in der Sozialisation sozial benachteiligter Heranwachsender. Lebensphase Jugend*. We will refer to these two named books, which are the most recent books from the project, also in the following. But there are two further key publications from the project that should be highlighted: *Mediensozialisationsforschung. Theoretische Fundierung und Fallbeispiel sozial benachteiligte Kinder* (Paus-Hasebrink & Bichler, 2008) reports on the outcomes of the first two waves of research and *Praxeologische Mediensozialisationsforschung. Langzeitstudie zu sozial benachteiligten*

Options for action
related to the individual's specific socio-structural conditions and the changing socio-structural aspects of society as a whole and its political, economic, cultural and media contexts

Outlines for action
related to subjective perceptions of social conditions; represent the ways in which the subject transforms his/her objective characteristics of the life situation into a subjective action guide

Competences for action
related to resources at the individual's disposal to accomplish these outlines for actions; they characterise material, cultural and social resources available to an individual
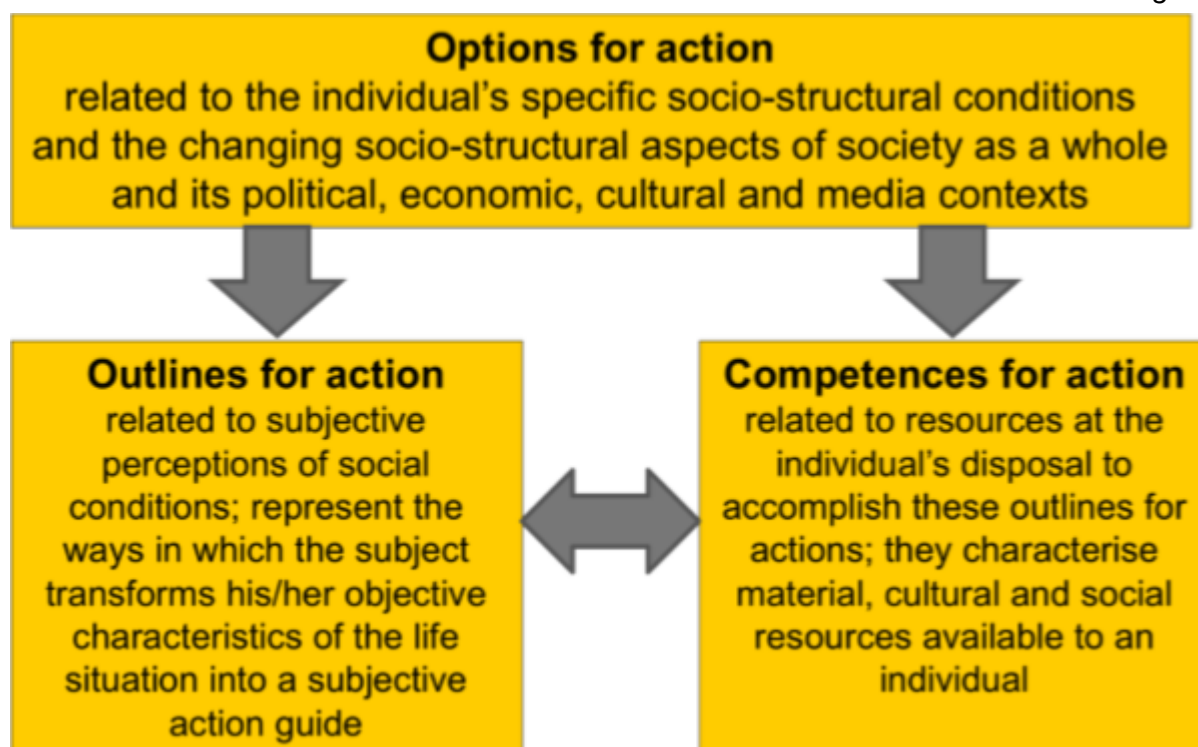
FIGURE 1 ANALYTICAL CONCEPTS (PAUS-HASEBRINK, 2018A)

Heranwachsenden (Paus-Hasebrink & Kulterer, 2014) deals with the third and fourth wave of research (both in German language).

4 Longitudinal panel design from 2005 until 2017

The project was conceived as a qualitative panel study with 20 families. Since the second wave of research in 2007 until the end of the study in 2017, 18 families remained on board. We investigated one socially disadvantaged child (later adolescent) per family and the respective parents and carers, in most of the cases the mother. Naturally we talked with the parents not only about the interviewed child but also about her or his siblings and the whole family. Concerning the selection of the families we conducted a "purposeful sampling" (Rapley, 2014, p. 56) in order to select typical and *"information-rich cases"* (Patton, 2002, p. 230, emphasis in original) in our field of research. To operationalize social disadvantage, we used apparent markers following the model of Hradil (1987; 1999). Hereafter, our used characteristics are listed for better understanding: low income (defined as relatively poor, less than 50 % of the national median income, and as at risk of poverty, less than 60 % of the national median income), unemployment, lower formal education, single parent families, large families (more than five children) and nuclear families, migration background, bad housing conditions, deprived neighbourhoods, areas with poor infrastructure, urban, suburban and rural areas of living. In a total of six waves of data collection, we covered relevant phases of development from kindergarten over mid-childhood and late-childhood to adolescence (2005, 2007, 2010, 2012, 2014, 2016). When finishing the study, we conducted an additional telephone call back in 2017 in order to bring up-to-date our data.

5 Data collection and steps of analysis

To survey the participants of our study, we used a broad repertoire of qualitative methods. The approach of the study may be named a rich design which is characterised "as one that is not restricted to one theory and method, or one set of categories or instruments, but which embraces diverse and multiple perspectives brought together with coherence and harmony. It is more than a multi-method design per se" (Paus-Hasebrink, Prochazka, & Sinner, 2013, p. 23). Parents were asked to complete a standardised questionnaire concerning the housing situation, family members, finances and formal education. We visited all families at home and observed their everyday life. In order to structure this information, we used observation protocols. The heart itself consisted of guided face-to-face interviews with both, children and parents, conducted at the same time in different rooms of the flat, in order to prevent mutual influence. In the fifth and sixth wave of research we used additional observation schemes: photographs of bedroom and favoured places for work and media usage; personal network maps concerning reference persons and media as well as thinking aloud data concerning the favourite social network sites of the adolescents.

The process of data analysis included the following steps and methods:

- Transcription and strict anonymisation of all data
- Computer-assisted coding of all material by means of an elaborate coding scheme using thematic coding
- Focused analysis across all families
- Contextual in-depth analysis of single cases
- Qualitative family typology
- Special analysis on mediation practices (based on the focused and the contextual analysis)

The process of data collection and analysis within the longitudinal study was complex and challenging and at any time led by the theoretical framework and the analytical concepts reported above. Further information may be found in Chapter 4 - *The Methodological Approach of the Long-term Study* (Paus-Hasebrink, Kulterer, & Sinner, 2019) and in the German Chapter *Methodologische und methodische Herausforderungen: Zum Design der Langzeitstudie* (Paus-Hasebrink, Sinner, Kulterer, & Oberlinner 2017).

An additional article in German language, *Auswertungsstrategien für qualitative Langzeitdaten* (Paus-Hasebrink, Sinner, Prochazka, & Kulterer, 2018) focusses on the processing of qualitative long-term data.

6 General findings of the entire study and typology of socially disadvantaged families

We can summarise, the adolescents in the sample grew up in very dynamic and heterogeneous contexts. Each family displayed patterns of factors unique to it and shaping the everyday life experiences of all its members, and especially the adolescents'. Not all social disadvantage is alike. We can identify a strong interlinkage of socio-economic and socio-emotional factors and parents' (coping) practices. In this context,

structure or data and making it more tangible, we have chosen to construct a typology following the approach of Kluge (2000) to the construction of qualitative types. It is based on the main dimensions available for characterising the families, these are: the *socio-economic situation* of the family (for example, their finances, employment and their standard of living), the *socio-emotional climate* (for example, the relationship between family members, the observable conduct of family members with regard to each other and so on) and the identifiable *coping strategies* (how each family was able to deal with everyday challenges resulting from social disadvantage). We first developed our typology in 2014 and revised it in 2016 after the sixth wave of research. The result is a typology including four family types (see Figure 2).

Characteristics \ Family type	Type 1	Type 2	Type 3	Type 4
Socio-economic background	Very strained	Not strained anymore/hardly strained	Strained	Not strained anymore
Socio-emotional circumstances and family climate	Very strained	Very strained	Less strained	Not strained
Coping strategies	Unable to cope	Unable to cope	Fairly competent	Fairly competent

FIGURE 2 FOUR FAMILY TYPES - TYPOLOGY 2016 (PAUS-HASEBRINK, KULTERER, & SINNER, 2019)

changing conditions (for example, divorces or removals into other towns, regions or countries) have a great influence on the families' conduct of everyday life. After twelve years, we have to state that many families in our panel remained socially disadvantaged. Unfortunately, in some cases the living conditions of some families have taken a turn for the worse. But we can highlight that social disadvantage is not a one-way-street, climbing up the social ladder is possible as some cases proof. In order to

The four family types can be summarised as follows:

- Type 1: Massive socio-economic problems as the result of multiple forms of deprivation: These families are overwhelmed in all respects
- Type 2: These families are no longer, or to a lesser degree, strained socioeconomically but still

with problematic socio-emotional relationship structures

- Type 3: Theses families are strained socio-economically, but they are stable socio-emotionally and relatively competent in their coping strategies
- Type 4: Families in socio-economic circumstances no longer strained and with unproblematic socio-emotional relationship structures: These families are the competent social climbers

This is only a very brief overview and in a qualitative study it is important to keep an eye on every single case. To read more about the typology and about each of the families please see Chapter 8 - *The Typology of Socially Disadvantaged Families* (Paus-Hasebrink, Kulterer, & Sinner, 2019) and the German Chapter *Familientypen als Sozialisationskontexte* (Paus-Hasebrink, Kulterer, & Oberlinner, 2017).

7 Mediation practices

Most of the parents had only rough ideas about mediation practices. For example, they talked about no violent content on television, but this can be seen rather as an indicator of social desirability. Overall, they showed a lack of interest in topics related to children's media. Only when children explicitly ask to talk about these topics they turned to topics like media usage, contents, risks and safety. One of the main reasons was their own lack of media literacy. Parents felt themselves not competent enough or fooled themselves that these tasks definitely belong to school's or kindergarten's responsibilities. Concerning the internet, the parents talked about impalpable anxiety about risks and dangers. By name they mentioned high costs, virus infections, privacy and meetings with strangers. Altogether topics that were mentioned in the media. It is a contradiction that parents reported about a careless usage of social media themselves. For example, they put photos of their children on social networking sites like Facebook. A happening that children felt embarrassed about. Five dominant practices of mediation could be found in the panel: laissez-faire, unmethodical restriction, arbitrary control and exploitation of dominance, amicability and child-centred practices. "These practices worked closely together with parents' specific interplay of *options for action, outlines for action and competences for action*" (Paus-Hasebrink, 2018b, p. 55, emphasis in original). This is a very short summary of the five practices of mediation:

Laissez-faire
Mostly the families suffered from bad socio-emotional situations and parents were unable to cope with everyday challenges. Either they showed no interest in their children's media usage in general or they were convinced that children had to learn that life is "not good but evil" – via media.

Unmethodical restriction
These parents applied restrictive proscriptions and limitations, but not consequently. Quite frequently they underwent their own regulations situationally either by using media for gratification or for punishment.

Arbitrary control and exploitation of dominance
Arbitrary control and exploitation of the children often came along with a certain degree of violence on the physical and/or the psychological level. Parents debased their children because of treating own crude problems, particularly in cases of deranged partnerships between parents. In some cases, massive forms of parents' dissatisfaction regarding their options for action and their outlines for action became visible. This dissatisfaction was often combined with a lack of self-reflection in connection with an overestimation of the competences for action.

Amicability
Especially single mothers (mostly with their daughters) used media together with their children. But not firstly in line to spend time with their children or to show either active engagement or any other mediation practices but to fight their own loneliness or other personal problems.

Child-centred practices

These could be observed only rarely (mostly in intact nuclear families, one mother after new marriage). Such active practices are strongly connected to an improved socioeconomic situation of a family. Only improved resources allowed to focus on their children's interests.

The summaries above provide only a first insight into the mediation practices in the families observed. A more detailed discussion and contextualisation of the findings may be found in Chapter 7 - *The interplay between family and media as socialisation contexts: parents´ mediation practices* (Paus-Hasebrink, Kulterer, & Sinner, 2019). Due to the importance of the topic, there is a complementary article on mediation practices written by Ingrid Paus-Hasebrink (2018b): *Mediation practices in socially disadvantaged families.*

8 Further reading and recommendations

As already mentioned in the introduction, the project has also a social concern. It intends to draw attention to, and raise awareness of, the situation of socially disadvantaged families and children, their needs and rights. It is not only addressed to academia but also to different stakeholders in politics, in administration and in civil society. To achieve these objectives, there are not only publications but also a project website. It contains summaries, presentations and detailed information about the methodology but also a database with an extended literature review and recommendations for further reading. Please see www.unisalzburg.at/mediensozialisation . Media usage today is very often digital media usage. Therefore, we would like to recommend also the project website of the EU Kids Online project. On this website you will find numerous publications concerning the internet, children, adolescents, opportunities, risks and safety. But you will also find stakeholder information and recommendations for a better internet usage. Please see www.eukidsonline.net.

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Innocenti Research Brief 2017-11

Is University Education More Important for a Boy than for a Girl? Social approval of unequal educational opportunity across 21 countries

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INTRODUCTION

The attitudes that we hold are shaped and nurtured by society, institutions, religion and family; they involve feelings, beliefs and behaviours and represent a form of judgement. These attitudes and values define the power relations, dynamics, opportunities and choices between men and women, boys and girls. Societies vary significantly in the scale of egalitarian attitudes and beliefs related to gender roles and opportunities in education, politics, the family, and the workforce. Progress towards more egalitarian gender values is crucial for achieving gender equality among children and young people, which in turn is a pre-condition for sustainable development (UNICEF, 2010).

DATA

The analysis of attitudes towards gender preferences regarding university education presented here is based on the World Values Survey (WVS), a global study of sociocultural change. This is a unique database which consists of nationally representative surveys conducted in over 100 countries over the different survey rounds. It is a timeseries investigation of human beliefs, values and motivations of people across a spectrum of developed and developing nations. Respondents were asked if they 'strongly agree', 'agree', 'disagree' or 'strongly disagree' with the following statement: "A university education is more important for a boy than for a girl." The latest data available refers to wave 6 (2010-2014) and wave 5 (20052009). The results for wave 6 presented here are based on a sample of 18 member states of the Organisation for Economic Co-operation and Development (OECD) and the European Union (EU) and three countries recognized as emerging economies – Brazil, China and Russia ('BRIC' countries). In addition, we also pool the sample of 27 countries based on the last two waves of data to investigate the relationship between attitudes and gender gap in university enrolment.

Figure 1. Share of adult respondents agreeing or strongly agreeing with the statement that "university education is more important for a boy than for a girl" in 21 countries (including BRIC countries)
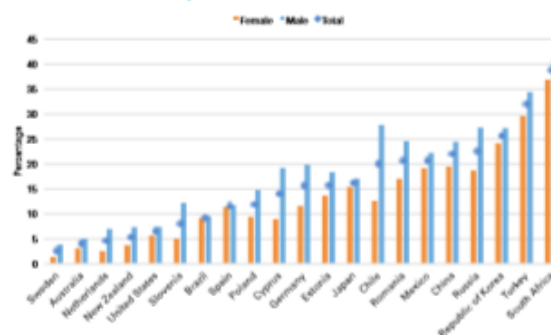
Source: World Values Survey 2010-2014

RESULTS

Nordic and English-speaking countries show the most egalitarian attitudes towards university enrolment Figure 1 shows the proportion of respondents in each country agreeing or strongly agreeing with this statement in the last round of the survey. Sweden stands out as the country

with the most progressive gender attitudes regarding higher education with only 2.6 per cent of the population on average agreeing with the statement. This is in line with other surveys on gender attitudes conducted in 24 countries (YouGOV, 2015), which found Sweden as well as Denmark, Finland, and Norway to be those countries scoring best on attitudes regarding gender equality. Nordic countries also ranked high in the World Economic Forum's Global Gender Gap Index (World Economic Forum, 2015), which measures relative gender gaps in health, education, economics and politics.

English-speaking countries are also highly supportive of equal gender opportunities for higher education with only 4 per cent in Australia, 5.3 per cent in New Zealand, and 6.5 per cent in the United States valuing boys' higher education more than girls'. In contrast, about one in five respondents (20-25 per cent) in Chile, China, Mexico, Romania, and Russia, and one in four in the Republic of Korea (26 per cent) share similar attitudes. Turkey is the country with the least support for gender equality in higher education in this survey, with about 32 per cent of respondents agreeing with the statement. The country is ranked 130 out of 145 countries in the Global Gender Inequality Index and 105 in the gender inequality in Educational Attainment sub-index (World Economic Forum, 2015).

In all countries except Brazil and Spain, male respondents are more supportive of traditional values and preferential opportunities for boys in higher education, based on 2010-2014 data. Yet relatively high levels of female respondents supporting non-egalitarian attitudes points to societal norms that shape these attitudes. Some variations are notable. Countries with a higher level of reported traditional values, such as the Republic of Korea or Turkey, tend to show more uniform responses, or a narrower relative gap between male and female respondents. Brazil and Spain, where there is no significant difference between female and male responses, can be considered exceptions.

Younger respondents tend to hold more gende-regalitarian attitudes

The intergenerational gap between respondents aged 29 or younger and aged 50 or over is largest in Japan, Mexico, Romania, and Republic of Korea (Figure 2). However, the relative difference (measured as ratio) is greatest in Australia and Slovenia, where respondents aged 50 or over are four times more likely to favour boys' education than their counterparts aged 29 or younger, although the overall rates are low in both age groups. One country – South Africa – shows the opposite pattern: older respondents are significantly less likely to agree that university education is more important for a boy than for a girl.

Figure 2. Absolute (percentage point) differences in the shares of adult respondents agreeing or strongly agreeing with the statement that "university education is more important for a boy than for a girl" by age group in 20 countries
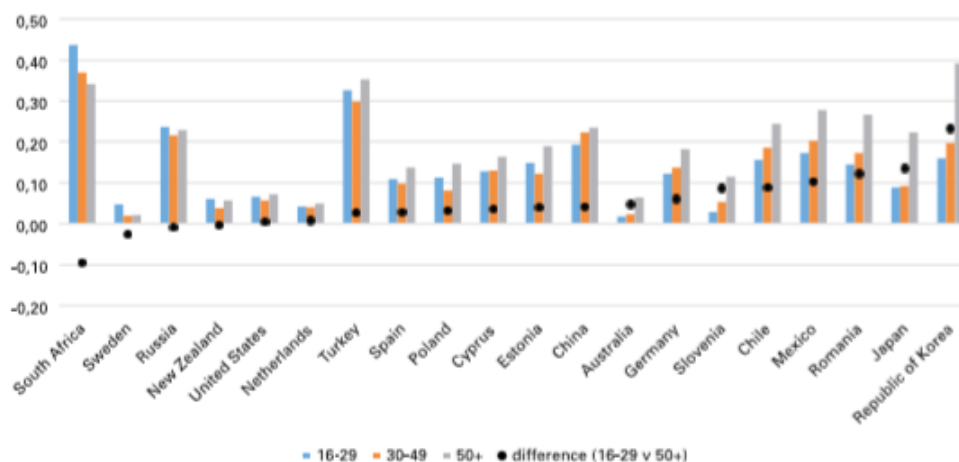
Note: Countries are sorted by difference between age groups. No valid age group data for Brazil. Source: World Values Survey 2010-2014.

Egalitarian attitudes tend to progress with economic development supported by a democratization process

Attitudes towards more traditional or more egalitarian gender roles vary systematically according to the level of national wealth and economic progress, but their roots can be found in the cultural legacy of societies or their social structure (Inglehart and Norris, 2003). Thus, change in gender attitudes and values can typically be associated with a broader economic, social, political and cultural change in societies accompanied by the process of democratization (Inglehart, 1997; Inglehart, Norris and Welzel, 2002).

Figure 3. Change in attitudes towards gender equality in higher education in countries with available time series data

Note: Only countries with available trend data are included;
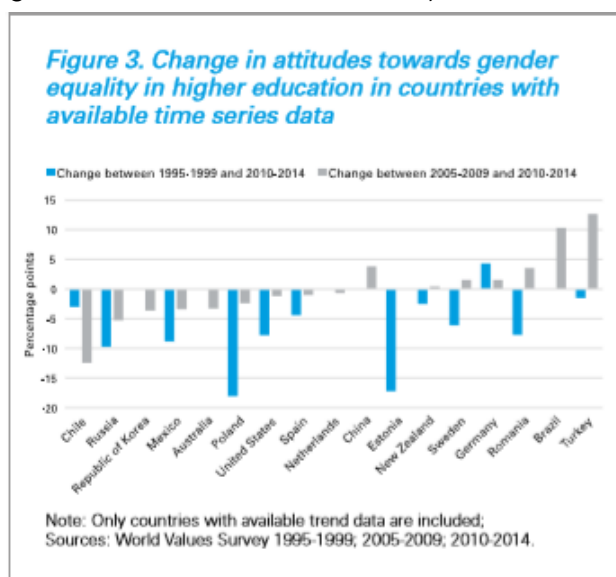Sources: World Values Survey 1995-1999; 2005-2009; 2010-2014.

Figure 3 shows that countries with the largest reduction in traditional gender attitudes – Estonia and Poland – are those that experienced the most rapid socio-economic transformation between 1995/1999 and 2010/2014, as a part of the post-socialist transition. This supports the hypothesis of change in attitude influenced by the process of economic development and democratization. The change in Russia, which has undergone similar structural reforms, has not been as dramatic, possibly due to its non-linear path to democratization. The trend in China and particularly in Brazil, both of which show an increase in non-egalitarian attitudes over the most recent period, rings an alarm however, as it suggests that rapid economic growth is not sufficient to change entrenched societal norms.

Attitudes matter for gender-equal outcomes

The extent to which attitudes and expressed values correspond to actual gender inequality in outcomes – i.e. the relative tertiary participation gap in the countries surveyed – is the focus of Figure 4. On average, we find a strong negative relationship between them (Pearson Correlation= -0.70, p<0.01). Countries with higher rates of support for gender-equal opportunities in higher education tend to have a gross enrolment ratio above 1, which implies higher female enrolment. Australia, Canada, New Zealand, Norway and Sweden are among countries with the most progressive attitudes and highest relative proportion of girls and young women in higher education. The Republic of Korea and Turkey, which have some of the most traditional attitudes, showed some of the widest relative gaps in tertiary enrolment in favour of boys and young men. Some disconnect between values and reality is apparent for countries with a diverse socio-cultural legacy and uneven path of development. Chile, China, Romania and Russia achieve gender parity in enrolment alongside strong support for traditional gender roles. More research can help to understand the specific interactions between gender norms and educational policies and provisions in these countries, as well as the converging or diverging paths between norms and policy.

CONCLUSION

Societal attitudes that reinforce gender inequality in higher education are strongly associated with a lower relative share of female university enrolment. Nordic and Anglo-Saxon countries, including Australia, New Zealand, Sweden and the United States, match egalitarian attitudes towards higher education with a lower gender gap in enrolment. Other countries such as the Republic of Korea and Turkey face the double challenge of addressing gender-biased attitudes and reaching gender parity in higher education.

The attitudes are nurtured by wide-ranging gender inequalities in the labour market, political life, or gender roles entrenched within the family environment. Thus, changing attitudes and beliefs with respect to values placed on boys' and girls' education cannot be addressed without first ensuring that the market provides gender-equal rewards for similar outcomes. Matching greater support for egalitarian attitudes towards girls and young women with non-discriminating policies and institutions will ensure the sustainability of renewed development progress.

Figure 4. Attitudes towards gender equality in higher education vs. female gross tertiary enrolment ratio over male value (per 100,000 inhabitants). Pooled data from waves 5 and 6, World Values Survey
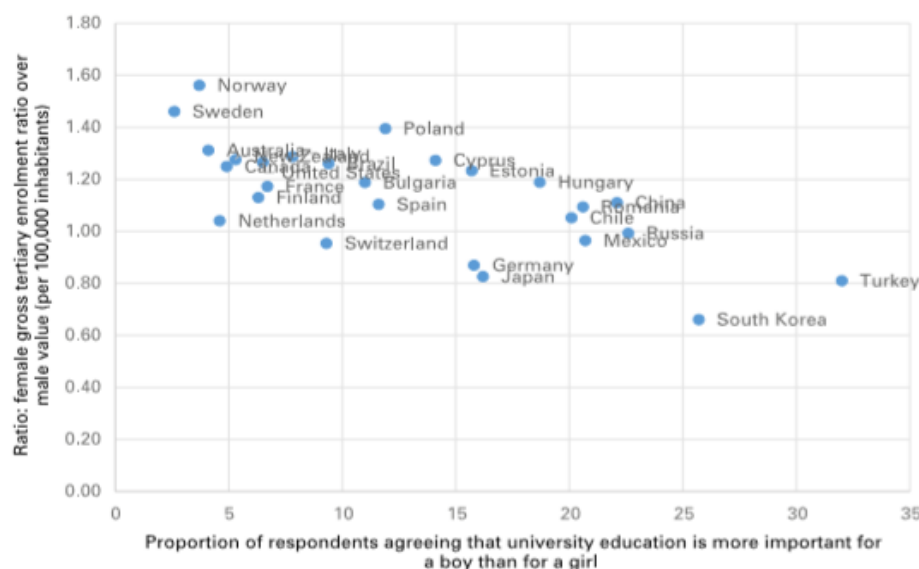
Source: World Values Survey 2010-2014; 2005-2009; UNESCO Institute for Statistics Education Indicators database, 2014 or latest data available. Data for Bulgaria, Canada, Finland, France, Hungary, Italy, Norway and Switzerland, refer to wave 5 (2005-2009) with university enrolment data corresponding to 2009 values.

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NGO FAMILIES INTERNATIONAL

Innocenti Research Brief

2017-17

Children's Participation in Housework: Is there a case of gender stereo-typing? *Evidence from the International Survey of Children's Well-Being (ISCWeB).*

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INTRODUCTION

Goal 5 of the 2030 Agenda for Sustainable Development aims at achieving gender equality and the empowerment of all women and girls. Applied universally, this goal explicitly calls for recognition of the value of unpaid care and domestic work that is disproportionally borne by women. Gender is one of the key characteristics in explaining the variations of input to household work both by adults (Blair and Lichter, 1991; Bianchi et al. 2000; Crompton et al. 2005) and by children (Bianchi and Robinson, 1997; Cohen, 2001; Evertsson, 2006; Gershuny and Sullivan, 2014). A specific feature of children's input is that, to a great extent, adults control its nature and amount (Vogler, Morrow and Woodhead, 2009). Although this control is expected to decline over childhood and adolescence, children's participation in domestic tasks will probably continue to be influenced by the prevailing gender norms and expectations within the family and community.

Evidence from national studies in developed and developing countries suggests that girls spend more time on housework. The most common explanation relates to behaviour modelling as a mechanism of gender role reproduction: children form habits based on parental models (Cunningham, 2001). For example, girls in families with a strong or traditional division of labour may follow their mother's example by taking on more household chores (Evertsson, 2006). Literature generally supports this hypothesis suggesting that gender differences in children's housework are associated with the adult division of labour in the home or its interplay with parents' employment behaviour (Hu, 2015; Álvarez and Touya, 2012, Blair, 1992). Factors that seem to influence boys' housework, much more than girls', are the extent of fathers' involvement in housework and/or having a mother with a higher education (Dotti Sani, 2016; Bonke, 2010; Evertsson, 2006.

This Brief contributes to the literature by providing comparative evidence from 12 high income countries on potential 'gender stereotyping'– assigning gender roles in the family according to sex. We investigate a) if there is a common pattern across this group of industrialized countries indicating that girls are more involved in housework than boys; b) whether we could detect growing gender disparity in children's housework with age.

DATA

The International Survey of Children's Well-Being (ISCWeB) is a survey on children's subjective well-being. It collects representative data from children themselves across developed and developing countries and across three age groups (8, 10 and 12). Using the second wave of the survey (2013/2014) we analyse the extent of gender differences in children's participation in housework in Estonia, Finland, Germany, Israel, Malta, Norway, Poland, Romania, Republic of Korea, Spain, Turkey and the United Kingdom. Children in all age groups were asked 'How often do you usually spend time doing the following activities when you are not in school?'. One activity type was helping around the house. Possible responses are 'rarely or never', 'less than once a week', 'once a week' and 'every day or almost every day'. The constructed dependent variable categorises these responses into 'rarely or never', 'occasional' and 'daily'.

RESULTS

Girls do more housework in all countries

Our data show a very consistent pattern of gender differentials. In all 12 countries, more girls than boys report participation in housework on a daily basis (Figure 1). Meanwhile more boys say that they never or rarely help. The largest gender difference overall is found in Norway (14 percentage points), Poland and the United Kingdom (16 percentage points) at age 8. Yet, there seems to be no common pattern in gender differences across the three age groups. In four countries (Germany, Malta, Romania and Turkey) the gender gap peaks at age 12, in another four (Israel, Finland, Republic of Korea, and Spain) at age 10. In Norway, Poland and the United Kingdom the gap substantially narrows for older children (age 10 and 12). We do not observe any significant difference between boys and girls at age 12 in the Republic of Korea. This seems to be driven by substantial reduction in girls' participation rather than an increase in boys' engagement.

Figure 1. Absolute gender difference in girls' and boys' share of daily participation in housework by age
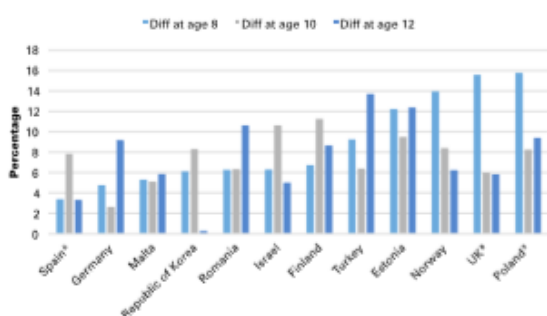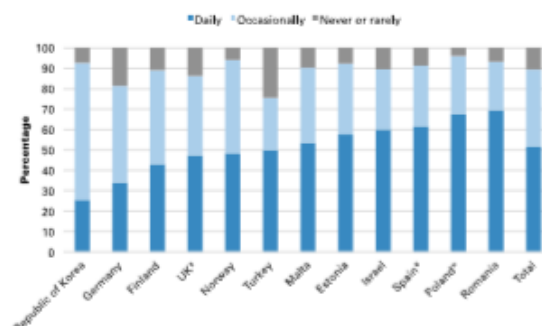
Note: In some countries, only one region or administrative area was sampled as follows: Poland – Wielkopolska region; Spain – Catalonia; Turkey – Istanbul; United Kingdom – England.
Source: Children's Worlds, the International Survey of Children's Well-Being (ISCWeB) 2013/2014.

The majority of 8 to 12-year-olds help with household chores either occasionally or on a daily basis Figure 2 compares 12 countries on the intensity of children's help in the house at age 8. The results suggest that the majority of children become actively involved in housework from a very young age. On average, across 12 countries about 52 per cent help around the house every day, about 38 per cent of children in this age group help the family 'occasionally', and 11 per cent of 8-year-old children report helping

with household tasks 'rarely or never'. The extent of 8-year-olds' engagement in household chores varies substantially across our sample of countries. In the Republic of Korea less than 8 per cent report no participation in housework, but the great majority of those who help around the house do so only occasionally (67 per cent). Meanwhile in Poland and Romania 68 per cent and 69 per cent respectively of those who help in the house do so on a regular, daily basis. We find that on average across 12 countries, the proportion of 12-year-olds who report daily housework is lower than among 8-year-olds. This seems to be compensated by an increase in participation on an occasional basis. But the observed pattern does not vary by gender. It is possible that factors such as schooling affect the change in boys' and girls' participation in housework equally over the life-course. For example, at age 12 all children are likely to be in secondary school and will therefore spend more time on other activities including schoolwork assignments. Reallocation of their time to other activities can reduce their contribution to household chores.

Figure 2. Proportion of children reporting 'Helping around the home' at the age of 8

Note: Unweighted average across the sample of 12 countries. In some countries only one region or administrative area was sampled as follows: Poland – Wielkopolska region; Spain – Catalonia; Turkey – Istanbul; United Kingdom – England.
Source: Children's Worlds, the International Survey of Children's Well-Being (ISCWeB) 2013/2014.

Encouraging children to help with work around the house may be seen as a way to socialize or have 'family time'. Using multivariate regression we find that in Estonia, Poland and the Republic of Korea the more strongly children agree that they 'have a good time together in my family', the more likely it is that they engage in helping with housework, controlling for deprivation, gender and family structure.

CONCLUSION

This brief has shown that participation in household chores is an essential part of children's lives. There is a common pattern of a gender gap between boys' and girls' daily participation in housework across a diverse range of socio-economic and cultural contexts in 12 high-income countries. The persistence of this gap points to gender stereotyping – a form of gender role reproduction within a family that potentially can reinforce inequalities over the life-course. Meanwhile, we find no consistent pattern of the gender gap widening with age, suggesting complex interactions between children's participation in housework and other types of activities within and outside the family home.

Helping parents is a valuable process for learning and socializing. But children exercise less choice in this type of activity as their actions are likely to be motivated and guided by adult members of the family. Further comparative research would help to understand the dynamics within the family and the impact of gender stereotyping on child well-being.

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Researched by: Assistant Editor Karin Kuzmanov

From UNESCO

UIL Policy Brief 9

Engaging families in literacy and learning

UNESCO
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Cultural Organization

UNESCO Institute
for Lifelong Learning
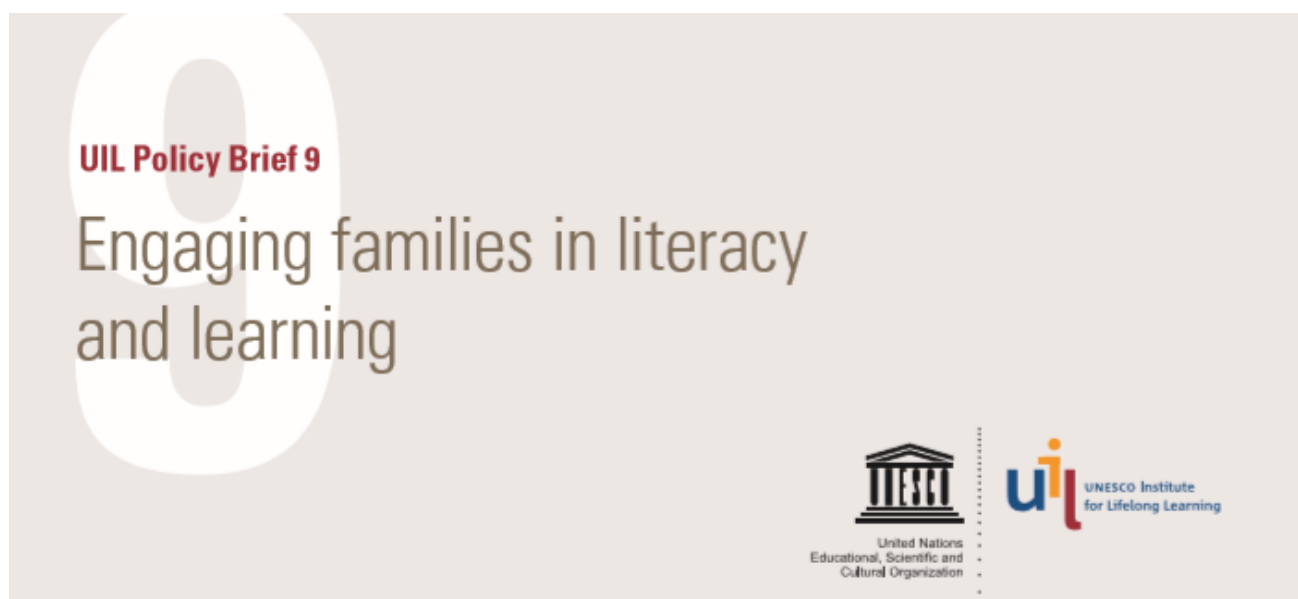
The 2030 Agenda for Sustainable Development sets ambitious targets that can only be met through integrated approaches to the persistent challenges of disadvantage, inequality and exclusion. Among the innovative strategies to emerge in past decades, family learning stands out as a transformative approach 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.

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 ageindependent 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 per-suading young people to remain engaged in ed-ucation, training or employment. It is unrealistic to rely on schools as the only solution: families and communities need to become integrated el-ements of a more holistic strategy. Forging bonds across communities and institutions en-courages greater recognition of the value of in-formal adult and community learning and pro-motes a culture of lifelong learning.

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.

Family literacy and learning practices

Source: Hanemann et al., 2017
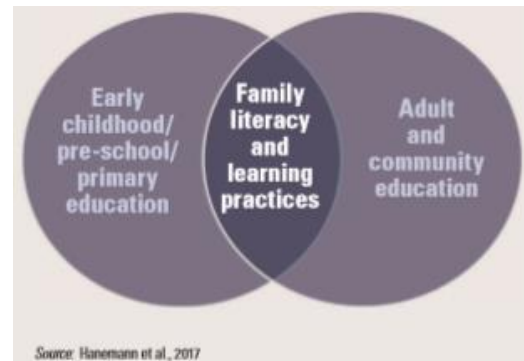
How intergenerational learning contributes to SDG 4

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.

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,

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 chil-dren's level of literacy acquisition. Studies there-fore 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).

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.).

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.

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.

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Researched by: Assistant Editor Mag. Christin Kohler

From the World Bank

FCV Health Knowledge Notes

WORLD BANK GROUP
Health, Nutrition & Population

Gender Based Violence in Fragile, Conflict, and Violence (FCV) Situations

Five key questions to be answered

SUMMARY

The importance of addressing gender-based violence (GBV) in FCV situations is increasingly recognized by countries and international humanitarian and development agencies. This note highlights the best practices in designing, implementing and evaluating a project involving addressing GBV in conflict and fragile situations. The note also provides an overview of the World Bank's current engagement on GBV in fragile settings and internal resources available to TTLs.

Q1 WHY should we focus on GBV in FCV situations?

Gender-based violence (GBV), as defined by the World Health Organization (WHO), refers to physical, sexual, emotional and psychological abuse, or financial control by a person (or a group of people) that cause harm to another person.

Globally, over one-third of women report having experienced some form of physical or sexual violence. Another study estimates that about 7.6 percent of young boys and 18 percent of girls experienced sexual abuse over the course of their childhood. It is likely that the actual incidence of abuse is much higher. For example, a 2005 study of male students aged 13 to 15 years in Lebanon reports that 19.5 percent had experienced sexual abuse, defined as verbal harassment or inappropriate contact. Recent estimates show that 65 percent of women in Lebanon have experienced domestic violence, and about 18 percent suffered sexual violence. Fragility and conflict create conditions that are ripe for the exploitation of people.

Gender-based violence has long term effects on the health of women, men and children who experience it. WHO estimates show that women who have experienced violence are 16 percent more likely to give birth to low weight babies; are twice as likely to have an abortion; and are at a higher risk of contracting HIV/AIDS where the disease is pervasive. Moreover, victims of most types of GBV often experience stigmatization, and often the crime goes unreported.

Displaced people and refugees have a high risk of GBV due to their vulnerability. This can take various forms including rape, forced and child marriages, or sexselective genocide, with brutal long-lasting consequences for all genders and age groups. The risk of human trafficking also increases in fragile situations with the majority of victims being women and children.

Investing in addressing GBV as a public health issue supports the emotional health of displaced populations and their rehabilitation. On a humanitarian level, prevention and management of GBV helps to restore and maintain people's basic human rights. As a public health measure, it reduces the risk of unnecessary mortality and morbidity; and it helps to improve social conditions among displaced populations which can also contribute to economic opportunity.

Q2   WHO should be targeted for GBV interventions?

Women and girls are the most obvious victims of GBV in fragile situations. Beyond outright genocide, violence often takes the form of rape and sexual exploitation. This is used as a weapon of war to create fear and terrorize populations. This tactic has been used by conquering/occupying forces around the globe for centuries. Most recently, in Syria, young girls have been forcibly married, sold, and brutally raped, including gang rape, by ISIS. While estimates vary, studies suggest that sexual violence against female refugees is high. In a series of recent surveys of over 2000 South Sudanese refugees, 65 percent of females had experienced some form of physical or sexual violence, for example. In another smaller survey of Syrian refugee women (n=385), 32 percent reported gender-based violence.

Unaccompanied children are especially at risk for GBV. Since they are alone, their vulnerability to sexual violence and coercion increases. They are also prime targets for human trafficking. There were over 28 million child refugees, including 200,000 unaccompanied children across 80 countries who applied for asylum between 2015 and 2016. Violence against children does not only take place when they are on the move. In situations of fragility, it can take place anywhere. Young girls in Nigeria, for example, are repeatedly kidnapped by Boko Haram, in northern parts of Nigeria, to serve as child brides for their men (with the most famous case being of the 276 school girls kidnapped from their hostel in Chibok).

People who identify as lesbian, gay, bisexual, transgender and intersex (LGBTI) are also especially vulnerable to sexual abuse and violence during times of conflict. In Syria and Iraq, for example, homosexual men are being brutally executed. In several countries, lesbian women have been subjected to 'corrective rape' by men to 'cure them'.

Men and boys are a key target population for prevention of GBV. They can be both perpetrators and victims of violence. GBV against men and boys takes the form of sexselective genocide, especially at the early stages of conflict (such as in Rwanda and Sudan), and sexual abuse. For example, in a survey of 520 Syrian refugees 10.8 percent of men and boys admitted to having experienced sexual violence. Comparable proportions of non-partner sexual violence are reported by refugee men in Rumbek (9 percent) and Juba (6 percent) in South Sudan. Men and boys also have a role in creating safe spaces for all, such as in refugee camps and migration routes, to reduce the risk of GBV.

Service providers and security personnel including emergency responders, peace keeping forces, healthcare workers, and teachers have a very important role to play. Health services providers are among the first points of contact for refugees and displaced populations. Training them to recognize and respond to GBV is critical. Similarly, teachers in camps, and other service providers who come in contact with vulnerable groups, can help reduce the incidence through understanding how to recognize signs of GBV and take steps for its prevention. These groups also need to be properly trained and supported so that they themselves do not become perpetrators of violence.

Community leaders are a target population as well since they serve as gatekeepers and role models in their communities. This holds for refugee camps and temporary settlements of displaced populations. Engaging them as champions can help to create greater acceptance of health and social services and prevent negative behaviors.

Development agencies and civil society are also stakeholders in eliminating GBV. In fragile or conflict situations, staff have a responsibility not only provide much needed services, but to ensure that they conduct themselves with integrity and ensure that vulnerable populations are not exploited.

Note: The Inter-Agency Standing Committee's (IASC) latest guidelines on gender based violence interventions provide a fuller profile of 'at-risk' groups and why they may become victims of violence.

Figure 1.1 Types of Gender-Based Violence in Humanitarian Emergencies
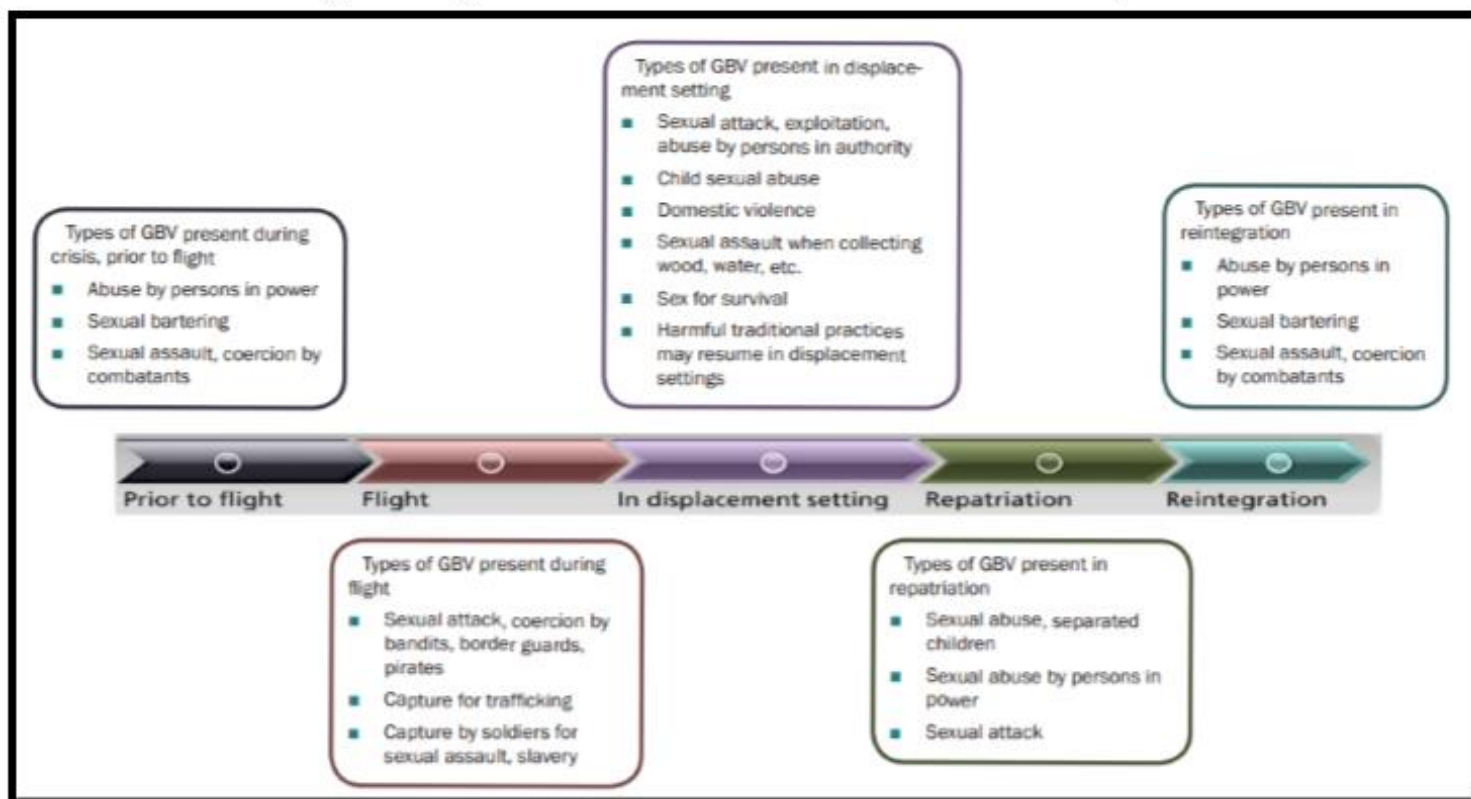
SOURCE: UNFPA 2012

Q3   WHAT interventions should be considered?

Gender-based violence has long term repercussions. While the complexities of gender, social, and cultural norms that contribute to gender-based violence are too broad to discuss here, suffice it to say that in conditions with poor protections for certain groups of a population (such as women, young girls and boys, LGBTI), perpetrators are empowered. In fragile and conflict affected settings, there is a breakdown of most protections, putting these populations at greater risk. Figure 1.1 outlines the nuanced shape of gender-based violence in fragility and conflict settings. Understanding these differences is important for planning and implementing interventions that will have maximum effect.

Interventions to address GBV must also take a longterm approach with an immediate, emergency response, and a longer-term rehabilitation approach. Evidence shows that effective responses to GBV in conflict settings have been varied. The IASC, ICRC, WHO, UNHCR, UNFPA, UNICEF, and the empirical literature have outlined good practices in providing supports to victims of GBVs. Box 1.1 presents some of the key guidelines on how and where to integrate GBV interventions.

BOX 1.1 International Guidelines for Addressing GBV in FCV Situations
- Inter-Agency Standing Committee's (IASC) Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2015)
- Violence Against Women and Girls (VAWG) Resource Guide developed by the World Bank, IADB, the Global Women's Institute at GWU, and ICRW (2015)
- UNFPA's Guidelines on Gender-Based Violence in Humanitarian Settings (2005)
- UNHCR's Guidelines for Gender-based Violence in Humanitarian Settings: Focusing on Prevention and Response to Sexual Violence in Emergencies (2005)

Other Related Resources
The IASC guidelines are the most recent and updated set of guidelines for planning, designing, and monitoring interventions at the implementation level. The guidelines include modules for different sectors including health. The main takeaways from the guidelines for the health sector are:

- Develop and/or standardize protocols and policies for GBV-related health programming.
- Engage all stakeholders, especially victims/survivors, in designing policies and programs.
- Enable inter- and intra-agency information-sharing on GBV incidents and take a multi-sector, cross-cutting approach.
- Ensure confidentiality, compassion, and quality of care for survivors of GBV, and referral pathways for multisectoral support.
- Implement monitoring and evaluation throughout the project cycle.

Taking a long-term approach:
Immediate and longer-term interventions
The health sector has a pivotal role to play in managing and preventing gender-based violence in any setting. In fragile and conflict situations, first aid and emergency health workers are among the first points of contact for victims of violence. It is essential that these personnel are aware and equipped to provide support to these people.

Key immediate health interventions include:

- Training health personnel / emergency responders on recognizing signs of GBV, treatment, counselling, referral mechanisms, and rights issues.
- Provision of reproductive and maternal health services and 'dignity kits' as part of the package of basic/essential health services.
- Provision of health services to manage GBV. This may include provision of emergency contraception, postexposure prophylaxis for HIV, administration of rape kits, emergency counselling, and referrals for more comprehensive mental and physical health services.

At the same time, especially when resources are limited, community level interventions may be adapted to reach large groups of populations that have been exposed to violence.

For example, in the DRC, community-based health services have had success in reaching victims of violence in South Kivu, where access to services was otherwise limited.

Examples of community-based interventions include:

• Provision of community-based psychological and social support for survivors/victims.
• Community level behavior change interventions that actively engage community leaders, men and women for prevention of GBV.
• Provision of food and nutrition support for displaced populations.

In the medium to longer term, more comprehensive interventions that focus on mainstreaming GBV interventions may be implemented within the health sector. These include, but are not limited to:

• Establishment or strengthening of referral mechanisms for victims of violence for more comprehensive mental and physical care, as well as access to legal and other resources.
• Expansion and integration of GBV and reproductive health services within the health system as part of the essential package of services.
• Conduct ongoing training and supportive supervision of health staff.
• Ensure quality of care through regular evaluations and assessments.

Finally, in the longer-term, the health sector can also collaborate with other sectors through linking victims and their families with social and economic programs that empower victims of violence as part of larger efforts to reintegrate and rebuild. For example, education and income generation programs for girls and women.

In addition, multi-sectoral interventions may also target perpetrators and victims through and economic empowerment and livelihood programs that enhance people's ability to reintegrate, improve their self-esteem, and provide economic independence – focusing on sustainability over a longer period of time. At the community level, good interventions include advocacy and community programs to reduce stigma, engage men and boys, and change behaviors.

Q4 WHAT is the World Bank doing to address GBV? What are the challenges and lessons learned?

200+ World Bank projects that include GBV since 2012
- 33 HNP operation projects that cover GBV; 10 in FCV situations (Table A.2)
- 5 non-lending HNP products; 1 in FCV countries

800+ World Bank reports and papers on GBV, including:
- World Development Report 2017: Gender Based Violence and the Law (2017)
- Community Based Approaches to Intimate Partner Violence (2016)
- Gender-based Violence Prevention: Lessons from World Bank Impact Evaluations (2014)
- Violent Conflict and Gender Inequality (2013)
- Sexual and Gender-Based Violence: What is the World Bank Doing and What Have We Learned, A Strategic Review (2013)

4 World Bank resource websites on GBV
- Expertise: GBV Working Group
- Brief: Violence Against Women and Girls
- Blog: Working to Address Gender-based Violence in Fragile Situations
- Webpage: Fragility, Conflict, and Violence

Note: Table A.1. presents list of FCV situations

BOX 1.2 Voices from the Field
Common Challenges Emerging from Task Team Leader Interviews
- Poor understanding of what gender-based violence encompasses, especially in terms of health sector interventions.
- Poor capacity, not only at the implementation level, but also at the planning level.
- Capacity challenges (skills, financial, other resources) in scaling up or mainstreaming GBV interventions within the health sector.
- The devastation is so vast that economic and social systems are disrupted, and GBV is not a high priority for reconstruction and rehabilitation.

Key Lessons Learned
- Ensure a common understanding of what encompasses a health response to GBV so that there is a clear understanding of GBV interventions.
- Build capacity at all levels. This includes health personnel as well as administrative staff, and the Ministry of Health.
- GBV requires a multi-sectoral response, one that engages at the individual and community level to promote safety and build social networks, along with key investments in rule of law and jobs.
- Mental health interventions with multiple points of entry/service are a good investment.
- Collaboration with partner organizations and other non-state stakeholders to leverage knowledge, skills, reach, and financial resources is important.

Q5 HOW should we evaluate GBV interventions?

Evaluation evidence on the effectiveness of GBV interventions is scarce. This is due to a number of reasons, ranging from ethical considerations and measurement issues to timeframe of evaluations and the long term nature of GBV interventions. Moreover, rigorous quantitative impact evaluations of GBV interventions are limited, and in majority of these, small sample sizes often pose measurement challenges. When planning an evaluation, a mixed method approach may be able to provide more insights.
Box 1.3 presents several toolkits and resources available to guide practitioners interested in evaluating GBV interventions. These include both quantitative and qualitative methods.

BOX 1.3 Guidelines on Evaluating GBV Interventions
✓ Inter-Agency Standing Committee's (IASC) Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action
✓ Toolkit for Monitoring and Evaluating Gender-Based Violence Interventions Along the Relief To Development Continuum by USAID
✓ Measure Evaluation's Training Module on Monitoring and Evaluation of GBV Prevention and Mitigation Programs goes over key issues in data collection and how to develop an M&E framework.

✓ The Reproductive Health Response Consortium's (RHRC) Gender-based Violence Tools Manual for Assessment, Program Design, Monitoring and Evaluation in conflict-affected settings includes qualitative and quantitative methods for data collection, sample questionnaires, and guidelines on codes of conduct.

✓ The Strengthening Health System Responses to Gender-based Violence in Eastern Europe and Central Asia Resource Package developed by WAVE and UNFPA discusses several alternative approaches to RCTs for GBV evaluating GBV interventions including outcomes mapping, most significant change technique, and the quality of life battery method.

Indicators for Measuring GBV

The Sustainable Development Goals (SDG) Framework recommends the following outcome indicators for measuring the prevalence of GBV. While these focus on women and girls, at the project level, these can be adapted for men and boys and multiple age groups.

- Proportion of population subjected to physical, psychological or sexual violence in the previous 12 months
- Proportion of young women and men aged 18 – 29 years who experienced sexual violence by age 18
- Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age
- Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence
- Proportion of women aged 20–24 years who were married or in a union before age 15 and before age 18
- Proportion of girls and women aged 15–49 years who have undergone female genital mutilation/cutting, by age

At the same time, it is important to monitor inputs and outputs, especially from the project perspective. While this is not an exhaustive list, several key service delivery indicators that can be adapted to FCV situations include:

- Availability of social services for GBV victims within acceptable distance
- Proportion of health service providers trained to recognize, refer, and/or clinical care for sexual assault survivors/GBV survivors
- Knowledge of health personnel on GBV related standards of operation
- Number of health personnel trained on GBV service provision that are female
- Attitudes of service providers towards survivors of GBV

In addition to outcome and output indicators, the IASC guidelines also recommend several types of monitoring indicators for inputs at the planning and administration level, such as:

- Inclusion of GBV-related questions in health assessments and/or surveys
- Proportion of female participation in health assessments and/or surveys
- Number of health facilities with trained personnel on GBV guidelines
- Inclusion of GBV prevention and management in health funding proposals and strategies
- Female participation in program design
- Existence of a standard pathway for GBV referrals
- Existence of national policies meeting international standards for GBV related health services/clinical care for sexual assault survivors

These examples of measurement indicators highlight how different dimensions of GBV related health policies, programs, and projects can be evaluated. The choice of indicators should be based on factors such resource availability, ease of collecting data, and the time frame, while aiming to ensure that GBV interventions are monitored and data is available by different demographics such as age, and gender.

Table A.1: Harmonized List of FCV Situations (FY19)

East & South Africa	West Africa	East Asia & Pacific	Middle East & North Africa	Latin America & Caribbean	East & Central Asia	South Asia
Burundi	Central African Rep.	Kiribati	Yemen, Rep.	Haiti	Kosovo	Afghanistan
Chad	Congo, Dem. Rep.	Marshall Islands	Djibouti			
Comoros	Congo, Rep.	Micronesia, Fed. Sts.	Iraq			
Eritrea	Cote d'Ivoire	Myanmar	Lebanon			
Mozambique	Guinea Bissau	Papua New Guinea	Libya			
Somalia	Gambia, The	Solomon Islands	Syria			
South Sudan	Liberia	Timor-Leste	West Bank/Gaza			
Sudan	Mali	Tuvalu				
Zimbabwe	Sierra Leone					
	Togo					

Live link available at: Harmonized List of FCV Situations

Table A.2: HNP GP Projects with a GBV focus

Project ID	Project Name	Country	Task Team Leader	Approval date
P147489	AFCC2/RI- Great Lakes Emergency Sexual and Gender Based Violence & Women's Health Project	Africa	Hadia Nazem Samaha, Patricia Maria Fernandes, Verena Phipps-Ebeler	2014
P157977	Additional Financing Nigeria State Health Investment Project	Nigeria	Ayodeji Oluwole Odutolu	2016
P160108	Ethiopia Health MDGs P4R Additional Financing	Ethiopia	Anne Margreth Bakilana	2017
P160207	Nepal Health Sector Management Reform Program	Nepal	Kari L. Hurt, Vikram Menon	2017
P160846	Health Sector Support Project	Bangladesh	Patrick M. Mullen, Kari L. Hurt	2018
P163387	Jordan Emergency Health Project	Jordan	Fernando Montenegro Torres	2017
P155658	AFCC2/RI-Southern Africa Tuberculosis and Health Systems Support Project	Africa	Ronald Upenyu Mutasa	2016
P158557	Additional Financing NG-Polio Eradication Support Project	Nigeria	Ayodeji Oluwole Odutolu, Ana Besarabic Bennett, Shunsuke Mabuchi	2016
P152394	Transforming Health Systems for Universal Care	Kenya	Yi-Kyoung Lee, Jane Chuma	2016
P123394	Punjab Health Sector Reform Project	Pakistan	Tayyeb Masud	2013
P148435	Strengthening Universal Health Insurance in Costa Rica	Costa Rica	Eleonora Del Valle Cavagnero	2016
P144688	Health System Improvement Project	Albania	Lorena Kostallari	2015
P163541	Mozambique Primary Health Care Strengthening Program	Mozambique	Humberto Albino Cossa, Furqan Ahmad Saleem	2018
P118806	Sri Lanka - Second Health Sector Development Project	Sri Lanka	Kari L. Hurt	2013
P152799	Health System Strengthening and Support Project	Turkey	Ahmet Levent Yener, Claudia Rokx	2016
P154807	Regional Disease Surveillance Systems Enhancement (REDISSE)	Western Africa	John Paul Clark, Francois G. Le Gall	2016

P120798	Nigeria States Health Investment Project	Nigeria	Ayodeji Oluwole Odutolu, Fatimah Abubakar Mustapha	2012
P150080	Sahel Women's Empowerment and Demographics Project	Western Africa	Christophe Lemiere, Margareta Norris Harrit	2015
P152136	Nicaragua Strengthening the Public Health Care System	Nicaragua	Amparo Elena Gordillo-Tobar	2015
P157864	DRC Health System Strengthening Additional Financing	Congo, Democratic Republic of	Hadia Nazem Samaha	2017
P156012	Health System Support Project ("KIRA")	Burundi	Alain-Desire Karibwami, Laurence Elisabeth Marie-Paule Lannes	2017
P153030	Health System Support Project Additional Financing	Central African Republic	Paul Jacob Robyn	2015
P163976	Zimbabwe Health Sector Development Support Project III - AF	Zimbabwe	Ronald Upenyu Mutasa	2018
P119815	CF-Health System Support Project	Central African Republic	Moulay Driss Zine Eddine El Idrissi, Paul Jacob Robyn	2012
P163476	Lebanon Health Resilience Project	Lebanon	Nadwa Rafeh	2017
P147555	Health System Strengthening for Better Maternal and Child Health Results Project (PDSS)	Congo, Democratic Republic of	Hadia Nazem Samaha	2015
P163313	Additional Financing for the Improving Maternal and Child Health Through Integrated Social Services Project	Haiti	Andrew Sunil Rajkumar	2017
P146591	Supporting Psychosocial Health and Resilience in Liberia	Liberia	Preeti Kudesia	2015
HNP Non-Lending Projects				
P151327	HIV Incentives Evaluations in Swaziland	Africa	Marelize Prestidge	2019
P164946	Investing in the Early Years	Ethiopia	Erika Marie Lutz, Alaa Mahmoud Hamed Abdel-Hamid	2018
P159620	Making mental health a global development priority	World	Patricio V. Marquez, Sheila Dutta	2018
P145230	SN - Health Result Based Financing (RBF) impact evaluation	Senegal	Maud Juquois, Christophe Lemiere	2019
P165595	PNG Nutrition Study	Papua New Guinea	Aneesa Arur	2019

Note:

☐ Projects in FCV countries/situations that are tagged for gender-based violence

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The FCV Health Knowledge Notes highlight operational tips to resolve health issues in FCV situations. These Notes are supported by the Middle East and North Africa Multi Donor Trust Fund and The State and Peacebuilding Fund (SPF). The SPF is a global fund to finance critical development operations and analysis in situations of fragility, conflict, and violence. The SPF is kindly supported by: Australia, Denmark, Germany, the Netherlands, Norway, Sweden, Switzerland, the United Kingdom, as well as IBRD.

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For more information on other HNP topics, go to www.worldbank.org/health

To download this text with all links included please go to https://openknowledge.worldbank.org/bitstream/handle/10986/30592/130969-BRI-PUBLIC-17-10-2018-13-25-45-HNPFCVKBGBVFINALCLEARED.pdf?sequence=1&isAllowed=y

Researched by: Assistant Editor Isabella Nening, B.A., B.A.

FROM MEMBER ORGANISATIONS OF THE VIENNA NGO COMMITTEE ON THE FAMILY

Make Mothers Matter

MMM ACTIVITIES TO PROMOTE MOTHERS' ROLE AND RIGHTS

Mothers' Rights are Human Rights: MMM at 38th and 39th UN HRC session in Geneva

Through its written and oral statements Make Mothers Matter brings the perspective of mothers to the discussions held at the Human Rights Council (HRC) on various thematic issues.

MMM written statement for HRC38: "Empowering Mothers for Early Childhood Development using a Human Rights based approach across sectors"

Ahead of the 38th session, MMM submitted a written Statement (ref. A/HRC/38/NGO/82) drawing attention to the challenges faced by mothers in ensuring the necessary nurturing and caring environment during the critical first years of their child.

In addition to the obvious challenge of the absence of basic maternal healthcare infrastructure and services that persists in still too many parts of the world, these challenges include:

- Barriers to breastfeeding: in addition to its intrinsic difficulty, breastfeeding is not always culturally accepted, and both misleading marketing about formula milk and early return to work influence a mother to breastfeed or not.
- Toxic stress in the family: poverty, violence, insecurity, exclusion, discrimination, isolation, separation all create stress in the family that can prevent parents from ensuring a suitable nurturing care environment for their children that is so crucial for their optimum development.
- Violence against women and children: violence to a mother by her intimate partner – whether it is physical, sexual or emotional abuse, or even controlling behaviour – IS also violence against her children and

can have long-lasting negative consequences on their development.
- Maternal mental health problems: often overlooked, maternal mental illness, including depression, impedes a mother's ability to tend to her child.
- The lack of parenting skills: parenting is a challenging job, and parents need information and support.

The Statement also provides recommendations to address these different barriers.

Oral Statements at the 38th session of the HRC in June 2018

MMM made three oral Statements, which are available here.

- During the Interactive Dialog with the Special Rapporteur on the Human Rights of Migrants on its report on returning migrants, MMM drew attention to the fact that migration changes the status and life of mothers in ways that can make their return to their family and community in their country of origin difficult.
- During the General Debate that followed the presentation of the OHCHR report on key lessons learned and promising practices in engaging men and boys to promote and achieve gender equality, MMM highlighted the role of mothers in changing social norms through the education they give their children and drew attention to the importance of role models in the family.
- In view of stalled progress towards gender equality, and even backlashes in some countries, highlighted by the Working Group on Discrimination against Women in Law and Practices in its annual report to

the Council, MMM suggested to address the issue through the perspective of motherhood, the "unfinished business of feminism". MMM also reasserted that the unequal distribution of unpaid family care work between men and women is at the root of both gender inequality and discriminations against women, especially mothers (the "motherhood penalty").

Oral Statements at the 39th Session of the HRC in September 2018

MMM made four oral Statements, which are available [here](#).

- In the General Debate on the Office of the High Commissioner's report on the right to participate in public affairs, MMM highlighted the obstacles to the participation of women, especially mothers, in public affairs. Pointing out the example of Iceland, MMM statement also showed the potential of a more equal participation between men and women, particularly in decision-making positions.
- During the session on contemporary forms of slavery, which focused on migrant women working in the domestic sector, MMM recalled that many of them are mothers who left their children behind and generally work below their qualifications in order to ensure a better future for their children.

- MMM took the floor in the discussion on workers affected by occupational exposure to toxic and hazardous substances, highlighting that women are among the most at risk, notably because they are more likely to store higher levels of environmental pollutants in their body than men, especially during pregnancy, lactation and menopause.
- Commenting on the report of the Special Rapporteur on the Right to Development, MMM pointed out the need to address the unequal distribution of unpaid family care work in order to progress on gender equality and the right to development.

Photo exhibition Portrait of a (Working) Mother at the Palais des Nations in Geneva

MMM co-sponsored a photo exhibition, Portrait of a (Working) Mother, which was shown in the Palais des Nations in Geneva during the September Session of the Human Rights Council. The photos of the exhibition illustrate mothers' challenges and choices (or lack thereof) in combining professional work and family.

Marina Cavazza, an Italian photographer, and Dr. Eglė Kačkutė, a Lithuanian scholar at Maynooth University in Ireland, are both expatriate mothers. In 2013, they started working together on an artistic project around motherhood that would combine photographic portraiture and academic research on motherhood and gender equality. They involved 27 families in the project, asking each mother to visualize her situation in that specific moment in life and to provide an individual narrative about her private and professional lives.

The photo exhibition resulting from this project puts a cultural and artistic focus on the experience of highly educated professional migrant mothers and their families who live in Geneva. Each of the 27 panels combines an artistic photographic portrait and a

short text based on interviews. This interdisciplinary work thus explores issues of visual and narrative representations of motherhood, maternal identity, gender equality in the globalized world, and career and family life balance in the context of expatriation.

The issue of reconciling paid work with unpaid care work is at the heart of MMM's advocacy work in relation to mothers' economic empowerment.

The stereotype of an expatriate family has it that fathers are out working and mothers happily stay at home looking after the children. But the exhibition brings to light a different image of expatriate women who often have a career and/or a professional identity to balance with motherhood. Far from their families, and the social and cultural networks of their country of origin, these women also face additional challenges compared to their settled compatriots.

The narratives in the exhibition nevertheless very much echo the concerns of the mothers interviewed in MMM's 2011 Survey What matters to mothers in Europe.

- "Parenting is a relationship. People should be able to have their lives and be in relationships at the same time." Eglé
 - "I thought I was going to be a super-woman, I had seen movies about highly professional women wearing high-heels and a suit and juggling work and the children." Satu
- "If I were asked, I would say that my children and my family are my priorities in life, but I would probably be deceiving myself a little." Sita
- "A family is a living organism and we're all learning how to find a new balance each day where roles can and must shift." Laura
- "The ideal would be to re-imagine parenthood and to involve men more." Rabiaa

Portfolio and additional information on the photo exhibition:
- Marina Cavazza's website: https://marinacavazza.photoshelter.com/gallery/Portrait-of-a-WorkingMother/G0000Lx5PfLm0mpA/
- MMM website: https://makemothersmatter.org/portrait-of-a-working-mother/

International Day of Peace 2018: Parents have a key role to play for world peace

On the occasion of the International Day of Peace on 21 September 2018, Make Mothers Matter issued a press release in Spanish, French and English reaffirming that mothers are at the heart of a culture of peace. Together with fathers, they are the primary caregivers and educators of children and can contribute to conflict prevention and sustainable peace – if only they are recognized as such and adequately educated, informed and supported.

In addition, MMM shared two of the main conclusions of the International Conference #Mothers4Peace organized in May 2018 in collaboration with CARE International Morocco under the High Patronage of His Majesty King Mohammed VI.
1) Nurturing early childhood education and care is a cornerstone for building a culture of peace.
2) Involving fathers in childcare and education through the promotion of positive fatherhood reduces violence in the family and beyond.

Our main message was: "Beyond the family, building peace is also our collective responsibility. We all have to be aware that recognizing and supporting the role of parents is crucial – and act on it. Make Mothers Matter hopes that the evidence will become so clear that it will be a priority for policymakers and for each and every one of us: parents need better recognition as well as training, information and support."
 The full press release is available here.

Advocating for family needs in the work-life balance EU directive proposal

Since the European Commission published a proposal for a EU directive on work-life balance for parents and family carers in April 2017, MMM has been actively following the legislative process and engaging with policy makers. This proposal includes a paid paternity leave of ten days, four months paid non-transferable parental leave per parent, a paid carer's leave of five days per year and the right to request flexible working conditions (telework, reduced working time and flexible schedules).

Throughout June 2018, MMM joined forces with 3,400 other NGOs and trade unions from all over Europe calling on Members States to reach a common position. On 21 June, the Employment Council agreed on a position on the Work-Life Balance Directive, and in July the European Parliament voted the text.

In September, discussions started among the three institutions ("trialogues") to reach an agreement on a common text and are currently ongoing, and we hope that in the next weeks an agreement is found. MMM is working with other members of civil society to keep the discussions going via social media and other means of communication.

Until the EU work-life balance directive proposal is formally adopted, hopefully by December 2018, we are therefore calling on everyone to spread the word and support this important cause by getting involved in this latest social media wave using the hashtag #IWantWorkLifeBalance.

On 5 November, we also launched a joint statement with others members of civil society calling for an agreement before the end of the year that includes a life-cycle approach:

- EU paternity leave of a minimum of ten days paid at least at 80%;
- Improved parental leave scheme: four months paid at least at 78% of previous earnings until age 12 of the child and one or two transferable months;
- The right to request flexible working arrangements for parents of children until age 18 and for carers (telework, flexible schedules and reduced working time);
- EU carers' leave scheme of five days per year paid at least at 78% of previous earnings.

For more information, please visit this link.

About Make Mothers Matter – MMM

Make Mothers Matter (MMM) advocates and supports mothers as changemakers for a better world. Created in 1947, MMM is an international, apolitical and non denominational NGO, with UN General Consultative Status with ECOSOC.

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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Difficult and unsafe journeys

The separation of refugee youth from their fathers

1 October 2018

According to the UN Refugee Agency, [1] many families are embarking on difficult and unsafe journeys to flee from "political instability, environmental degradation and natural disasters," [2] among other reasons. [3] As a result, family members, especially fathers, [4] may separate prior to or in the process of reaching their destinations. [5] This creates unique challenges [6] for the rest of the family unit, especially the most vulnerable members, including children [7] and youth. [8]

Therefore, an examination of the unique challenges of a father's absence [9] on youth within the refugee context, in which youth are already vulnerable, is unprecedented. [10] Using the life-course theory as its theoretical framework, [11] this paper will show that a lack of resident and involved fathers [12] affects refugee youth's wellbeing in three major overarching and interconnected areas: family functioning, health and economic wellbeing. [13] This dis-

cussion will aim to firstly, add to existing research on the effect of separation on the social relationships of refugees, [14] and secondly, contribute to growing research on the roles of fathers in youths' transitions to adulthood.

Parents play a key role in launching their children into adulthood. Differences in the resources they provide their children have implications for perpetuating patterns of family inequality. Immigrant status and race/ethnicity are associated with patterns of support in complex ways.

Racial/ethnic and immigrant disparities in perceptions of support, financial support, and receiving advice from parents about education or employment are explained by family socioeconomic resources. Group differences in whether young adults say they would turn to a parent for advice and co-residence persist after accounting for these factors, however.

[Jessica Halliday Hardie and Judith A. Seltzer, 'Parent-Child Relationships at the Transition to Adulthood', 2016.]

Global strategy

Family Functioning

The first implication of fathers' absence on refugee youth involves the side effects on family functioning as a whole. Youth may experience the death of nuclear family members, live in multi-family households without guardians or even live with extended family or community members. [15] For newcomer refugee youth in Australia, the lack of broader family networks creates settlement challenges in terms of finding an occupation, [16] for example. [17] Further, the effects of a father's absence on refugee youth creates a shift in the decision-making power in the family. [18] In various situations, female headed households may change the traditional dynamics of a family. However, once the father reunites with his family, questions over who makes the final decisions in the household arise, causing uncertainty with regards to the way the family will function in the future. [19]

"The effects of a father's absence on refugee youth creates a shift in the decision-making power in the family."

Moreover, the absence of fathers in the lives of refugee youth affects parenting. In Jordan, research has shown that although some Syrian refugee youth exhibited resilience in the face of their father's absence, they still needed a strong parental figure that would support them financially and emotionally in an unfamiliar environment. Research shows that "father involvement may be critical during the transition from late adolescence to early adulthood, as healthy development involves the emergence of characteristics such as autonomy, responsibility, the ability to plan, self-regulation, and moral development." [20] In certain cases, mothers had to step up as authority figures within their household, [21] in addition to the majority of the parental duties. [22]

Health

The second implication of a father's absence in the lives of refugee youth is on the physical and mental wellbeing of youth. Fatherhood has a strong influence on "child health, cognitive development and social functioning." [23] Specifically, "the effect of fathers on their children potentially offers healthy psychological development, self-concept and development of personal values through childhood, adolescence and adulthood and may be a protective factor against the development of maladaptive behaviours and negative self-concept." [24] Overall, [25] however, research has shown that "refugees' experience of prolonged periods of separation in the family can... increase both psychological distance and erosion of parental authority, as children learn to cope and make decisions in their parents' absence." [26]

[1] There are 68.5 million forcibly displaced people worldwide, over half of whom are under the age of 18. 'Figures at a glance.' UNHCR, http://www.unhcr.org/figures-at-a-glance.html. Accessed 27 August 2018.

[2] Men in families and family policy in a changing world. New York: UN DESA, 2011. p.128

[3] 'Fleeing persecution and separation from family. Immigrant and refugee families, by Jaime Ballard, Elizabeth Weiling and Catherine Solheim, 2016. http://open.lib.umn.edu/immigrantfamilies/chapter/2-1-fleeing-persecution/

[4] A UNHCR study found: 'it is estimated that nearly 36.5% of all registered Syrian refugees in Jordan are separated from a member of their family...' 'Impact of separation on refugee families: Syrian refugees in Jordan.' UNHCR and Colombia Global Centers. April 2018. http://www.unhcr.org/dach/wpcontent/uploads/sites/27/2018/06/CH_Impact-of-Separation-on-Refugee-Families.pdf, p.7-9.

[5] 'Fleeing persecution and separation from family. Immigrant and refugee families, by Jaime Ballard, Elizabeth Weiling and Catherine Solheim, 2016. http://open.lib.umn.edu/immigrantfamilies/chapter/2-1-fleeing-persecution/

[6] Separation negatively affects the family unit in terms of not effectively providing support 'financially (money), physically (care or assistance), emotionally (love, understanding, counsel), legally (guardianship) and spiritually (performing religious duties),' as well as helping family members find their identity and contributing to their overall well-being. McDonald-Wilmsen, Brooke, and Sandra M. Gifford. Refugee resettlement, family separation and Australia's humanitarian programme. Geneva: UNHCR, No.178, 2009. p.3

[7] Global Report 2017. Geneva: UNHCR, 2017. p.164

[8] Persons between the ages of 15 and 24, according to the United Nations. 'What do we mean by "youth"?' UNESCO, http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-definition/. Accessed 27 August 2018.

Economic

The third overall implication of the absence of fathers in the lives of refugee youth is on their economic wellbeing. Research has shown that some youth cope by leaving school and entering the workforce to provide financial support to their families. In Jordan, Syrian refugees found that accessing health services, the availability of work, and finding accommodations are interconnected and interrelated results of financial strain. [27]

Furthermore, research shows that the economic impacts of a father's absence affect male and female refugee youth differently. For example, a father's absence oftentimes led male Syrian refugee youth in Jordan to adopt the role of a contributing or sole provider for the household. This usually led to increased school dropout rates. For female Syrian refugee youth in Jordan, early marriage was considered a "coping mechanism" that was used to alleviate the economic pressures on the family. [28] Particularly, "for a single mother, extreme financial hardships, threatened security and protection of herself and her family, and increased cultural pressure from intervening family members … [were] key factors that may force a mother to enter her daughter into an early arranged marriage." [29] Overall, the economic wellbeing of refugee youth was deeply affected by their fathers' absence.

Concluding Remarks and Recommendations

This discussion highlighted the three main implications of a father's absence on refugee youth and their wellbeing. The implications show that the roles that family members play are significant, especially in a refugee context, and must be supported and protected by international and national policies. Family policies must be at the forefront, as they "can create the conditions for families to better carry out the many functions they perform for their members and for society in rearing the next generation, in economically supporting their members, and in caring for those who cannot always care for themselves…" [30]

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[9] Although there is extensive literature on the role of fathers in the lives of children, research on their impacts on youth has been limited, especially during youths' transition to adulthood. In accordance with the Department of Economic and Social Affairs of the United Nations Secretariat (UN DESA), the presence of fathers in the lives of their children produces a wide array of benefits including, but not limited to cognitive development, support in school and in finding jobs later in life. However, father absence or the lack of contact with fathers is associated with negative characteristics, affecting boys and girls differently, in the behavior of boys, and the self-esteem of girls, for instance. Overall, the role(s) of fathers and the 'direct and indirect or mediated effects on [their] children' are unquestionable. 'Resident Father Involvement and Emerging Adulthood.' http://paa2008.princeton.edu/papers/80017. P. 2 Men in families and family policy in a changing world. New York: UN DESA, 2011. p.56-9

[10] It is important to note that this paper does not aim to devalue the roles of mothers or motherhood in youth's lives; rather, it merely aims to examine the effects of the absence of fathers in the lives of refugee youth.

[11] The life-course perspective will examine the roles of 'recent and past experiences, interactions, and relationships with family members and others [that] contribute to current conditions and roles.' This theory will complement this discussion by highlighting the implications of the absence of fathers and fatherhood in the lives of youth, especially as they navigate the difficult trials of refugeehood. 'Resident Father Involvement and Emerging Adulthood.' http://paa2008.princeton.edu/papers/80017. P. 3.

[12] This term will also be used interchangeably with 'fathers' absence' throughout the paper.

[13] It is noteworthy to underscore that this discussion will focus on the effects of a father's (physical and emotional) absence solely due to forced displacement. This classification will alter the type of implications provided.

[14] 'Impact of separation on refugee families: Syrian refugees in Jordan.' UNHCR, Colombia Global Centers. April 2018. http://www.unhcr.org/dach/wp-content/uploads/sites/27/2018/06/CH_Impact-of-Separation-on-Refugee-Families.pdf, p.7.

[15] Migrant and refugee young people negotiating adolescence in Australia. Centre for Multicultural Youth, p.8. http://www.cmy.net.au/sites/default/files/publication-documents/Negotiating%20Adolescence%20in%20Australia_0.pdf

[16] Migrant and refugee young people negotiating adolescence in Australia. Centre for Multicultural Youth, p.8. http://www.cmy.net.au/sites/default/files/publication-documents/Negotiating%20Adolescence%20in%20Australia_0.pdf

"The implications show that the roles that family members play are significant, especially in a refugee context, and must be supported and protected by international and national policies."

Based on the above, the following policy recommendations should be considered:

- Revisit reunification policies and procedures for refugee youth and their families, especially fathers.

Although the main implications and challenges faced by refugee youth due the absence of their fathers can be addressed and/or lessened through the adoption of reunification processes, extensive literature has shown that it is these same procedures that have actually hindered the achievement of their goals. [31] The UNHCR has identified key areas of improvement, namely to "include expanding the definition of family; investing in the prevention of unintended consequences of separation, like child labor; improving internet access and other tools that foster social connection; developing real-time platforms for information sharing on reunification policies and processes; fundraising for reunification expenses for qualified families, and better advocating with third countries for responsibility sharing." [32]

- Re-stress the commitments of the Global Compact on Migration

It is imperative to highlight the following goal of the Global Compact on Migration: to "put human rights at the centre of any attempt to ensure 'safe, orderly and regular' migration, including specific protection for migrants in vulnerable situations," namely those that are not legally classified within the 1951 Refugee Convention. [33] This classification helps to provide additional protection for refugees that may enter host countries using unconventional methods. [34] Therefore, it would be useful to integrate a family impact lens [35] in the Global Compact on Migration.

- Promote and develop research on the role(s) of fathers, especially on youths' transition to adulthood, and on parenting.

This discussion is an invitation for further extensive research on the role of fathers and fatherhood on youth, [36] the impacts of parenting on youth family and during their transition to adulthood, [37] especially considering the lack of resident and involving fathering challenges faced by refugees. It is also worthwhile to consider the negative implications on the wellbeing of youth if/when fathers return, and especially if they experience post-traumatic stress disorders. [38] Future research must utilize multicultural and gendered perspectives to examine the unique challenges of a father's absence on male and female youth. Overall, "understanding the impact of family separation in the largest refugee crisis in the world is essential to the development of comprehensive interventions to address these exacerbated vulnerabilities." [39]

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[17] However, it is worthwhile to highlight that youth are also problem-solving agents during the migration process. The experience of Afghan, Karen and Sudanese refugee youth resettling in Canada shows that, 'rather than speaking of [their] responsibilities as a burden, youth seem to take them on as part of their growth into adulthood and as a natural part of being in their family.' Hyne, Michaela, Sepali Guruge, and Yogendra B. Shakya. 'Family relationships of Afghan, Karen and Sudanese Refugee Youth. Canadian Ethnic Studies 44.3, 2012. P.11-28.

[18] If/when the father reunites with the rest of the family in the future.

[19] Migrant and refugee young people negotiating adolescence in Australia. Centre for Multicultural Youth, p.9. http://www.cmy.net.au/sites/default/files/publication-documents/Negotiating%20Adolescence%20in%20Australia_0.pdf

[20] 'Resident Father Involvement and Emerging Adulthood.' http://paa2008.princeton.edu/papers/80017. p.7

[21] 'Impact of separation on refugee families: Syrian refugees in Jordan.' UNHCR, Colombia Global Centers. April 2018. http://www.unhcr.org/dach/wp-content/uploads/sites/27/2018/06/CH_Impact-of-Separation-on-Refugee-Families.pdf, p.12.

[22] El-Khani, Aala, Fiona Ulph, Sarah Peters and Rachel Calam. 'Syria: the challenges of parenting in refugee situations of immediate displacement.' Intervention 14.2, 2016. P.109.

[23] East, Leah, Debra Jackson, and Louise O'Brian. 'Father Absence and Adolescent Development: A Review of the Literature.' Journal of Child Health Care 10.4, 2006, p.284.

[24] East, Leah, Debra Jackson, and Louise O'Brian. 'Father Absence and Adolescent Development: A Review of the Literature.' Journal of Child Health Care 10.4, 2006, p.285.

[25] However, in the event that father's absence is not related to parental divorce or separation, for instance, the negative effects are not as impactful.

[26] Hyne, Michaela, Sepali Guruge, and Yogendra B. Shakya. 'Family relationships of Afghan, Karen and Sudanese Refugee Youth. Canadian Ethnic Studies 44.3, 2012. P.15.

[27] 'Impact of separation on refugee families: Syrian refugees in Jordan.' UNHCR, Colombia Global Centers. April 2018. http://www.unhcr.org/dach/wp-content/up-loads/sites/27/2018/06/CH_Impact-of-Separation-on-Refugee-Families.pdf , p.14.

[28] Salem, H., The Voices of Reason: Learning from Syrian Refugee Students in Jordan. Policy Paper No. 18/3. 2018. REAL Centre, University of Cambridge. https://zenodo.org/record/1247330#.W4P42i1L3qo. p.7

[29] Salem, H., The Voices of Reason: Learning from Syrian Refugee Students in Jordan. Policy Paper No. 18/3. 2018. REAL Centre, University of Cambridge. https://zenodo.org/record/1247330#.W4P42i1L3qo. p.7

[30] Bogenschneider, Karen. 'Family Policy: Why we need it and how to communicate its value.' 2011. https://www.un.org/esa/socdev/family/docs/egm11/Bogenschneider-paper.pdf. p.9.

[31] 'Impact of separation on refugee families: Syrian refugees in Jordan.' UNHCR, Colombia Global Centers. April 2018. http://www.unhcr.org/dach/wp-content/up-loads/sites/27/2018/06/CH_Impact-of-Separation-on-Refugee-Families.pdf, p.19.

[32] 'Impact of separation on refugee families: Syrian refugees in Jordan.' UNHCR, Colombia Global Centers. April 2018. http://www.unhcr.org/dach/wp-content/up-loads/sites/27/2018/06/CH_Impact-of-Separation-on-Refugee-Families.pdf, p.19.

[33] The Global Compact on Migration laid out commitments for states to 'explicitly recognise and fully confirm to the existing international human rights framework as the authoritative agenda for all migrants.' 'Open Letter from the United Nations High Commissioner for Human Rights on Protecting and Promoting the Human Rights of All Migrants Within the Global Compact on Safe, Regular and Orderly Migration.' OHCHR, https://www.ohchr.org/Documents/Issues/Migration/Global-CompactMigration/OpenLetterGlobalCompactMigration.pdf. 2018. P.1. Accessed 27 August 2018.

[34] 'Open Letter from the United Nations High Commissioner for Human Rights on Protecting and Promoting the Human Rights of All Migrants Within the Global Compact on Safe, Regular and Orderly Migration.' OHCHR, https://www.ohchr.org/Documents/Issues/Migration/GlobalCompactMigration/OpenLetterGlobalCompactMigration.pdf. 2018. P.1. Accessed 27 August 2018.

[35] In order to ensure that the important role of the family is highlighted, policy makers must consider 'what the consequences are of a policy or program on family well-being and [...] when families are used as a means to accomplish other policy ends.' Bogenschneider, Karen. 'Family Policy: Why we need it and how to communicate its value.' 2011. https://www.un.org/esa/socdev/family/docs/egm11/Bogenschneider-paper.pdf. p.4.

[36] 'Resident Father Involvement and Emerging Adulthood.' http://paa2008.princeton.edu/papers/80017. P.30.

[37] 'Resident Father Involvement and Emerging Adulthood.' http://paa2008.princeton.edu/papers/80017. p.6

[38] Van Ee, Eliza. Father-involvement in a refugee sample: relations between posttraumatic stress and caregiving. A new generation: how refugee trauma affects parenting and child development, by Van Ee, Digiprint Den Haag, 2013. P. 110.

[39] 'Impact of separation on refugee families: Syrian refugees in Jordan.' UNHCR, Colombia Global Centers. April 2018. http://www.unhcr.org/dach/wp-content/up-loads/sites/27/2018/06/CH_Impact-of-Separation-on-Refugee-Families.pdf, p.7.

80 EN

Towards an improved family stability

Supporting parents through education

1 November 2018

Government, the academia and other stakeholders are keen to gather evidence to explain the various causes affecting the wellbeing of families and its members. Finding the roots of the current challenges can be definite or at least a huge step forward into tackling, before and in a more affordable way, social inclusion problems. The preventive approach of social challenges is usually an evidence-based strategy with long-term policies.

Research has demonstrated that parental divorce is correlated across cultures with higher rates of depression, suicide, anxiety, drug use [1], decreased academic performance, criminal activity [2], and health disorders including obesity and eating disorders in the children of the divorced couples. Additional studies have shown that a particularly high risk for divorce exists during the period immediately following the birth and bringing home of a new baby.

The examples of the studies conducted to analyze the effects of parental divorce are various and can be found in every region. In China, a study has shown that the socio-economic status of the family plays a pivotal role in the mental health status of children and adolescents. Inadvertently, parents may expose children to these factors through situations they feel are out of their control or out of ignorance, for instance, by leaving home or letting their children be raised by other people. It has been shown that children and adolescents who live without parents exhibit higher levels of depressive symptoms than those with parents around them. [3]

The effectiveness of family policies and programmes depends on their regular assessment. That is where qualitative and quantitative research on family structures, needs, challenges and changing intergenerational relations are needed. Such research needs to focus on emerging trends and evaluate the impact of implemented policy measures on families.

In that context, family impact assessment studies, which seek to assess the impact of particular socioeconomic policies on families, are important. They have the potential to ensure that new policies effectively respond to the numerous challenges faced by families in a changing world.

[Report of the Secretary-General, Implementation of the objectives of the International Year of the Family and its follow-up processes, A/73/61– E/2018/4, 27 July 2017–26 July 2018]

Tests of simple effects have revealed in Singapore that adolescent boys from single-parent families were found to be significantly higher on suicidal ideation compared with adolescent boys from two-parent families. [4] Regarding health disorders including obesity and eating disorders, in subSaharan Africa data has shown that children from divorced couples experience significant health disadvantages relative to their peers with married parents. [5]

"Governments and social institutions should invest financial and other resources in making early parenting and relationship education courses widely accessible in order to invest in more stable family structures"

Additionally, a study of urban youth in Finland showed that Depression was found to be more common among the offspring of divorced families than those in cohesive families. [6] A research conducted for youth in metropolitan Boston showed that parental divorce is linked with adolescent depression in two ways: (1) it is a source of numerous secondary problems and stresses that are causally related to depression; and (2) it alters youths' reactivity to these stresses, in some cases enhancing, but in other cases mitigating, their depressive effects. Economic hardship was also linked to depression, with a connection to divorce as a result of single-parent families due to financial stresses. Nevertheless, data failed to show that the differences between youths in single parent and intact families predate the divorce. [7]

In Uppsala (Sweden), a report has shown that depressed adolescents with separated parents had an excess risk of recurrence of depression in adulthood, compared with depressed adolescents with non-separated parents. In addition, among adolescents with depression, parental separation was associated with an increased risk of a switch to bipolar disorder in adulthood. Among the matched non-depressed peers, no associations between parental separation and adult depression or bipolar disorder were found.

[8] A study motivated by the results of this research sponsored a six-month course for couples teaching them to navigate the reorganization of their household and relationship postbirth. Couples who participated in the course had measurably more stable marriages and better mental health following the birth of the baby than couples who did not complete the course. Similar studies regarding the results of marriage and parenting education courses yielded the same results, across cultures and geographical areas. [9]

Therefore, governments and social institutions should invest financial and other resources in making early parenting and relationship education courses widely accessible in order to invest in more stable family structures and the corresponding opportunities to reduce the issues described in below. [10]

Methodology
To develop this position, data from across cultures regarding the use of marriage or couples' therapy, marriage education courses, and parenting educational courses was reviewed. When possible, specific research regarding the use of these methods in the context of new parent education on divorce rates in the period subsequent to the birth of the first child was evaluated.

For some geographical areas, this data was unavailable. Because the issues that challenge couples adjusting to the arrival of a new baby share certain facets in common, the effectiveness of these educational courses in a diverse range of cultural contexts can be extrapolated from the available data, with the acknowledgement that in cultures where psychology, therapy, or public discussion of family matters is not affirmed, the usage of a course may not be effective.

Data regarding the impact of divorce on child welfare in the Middle East and Asian countries was less available than

data for Western, African, and eastern European countries. Data regarding the use of couples' therapy for couples bringing home a new baby was limited to studies conducted in the United States.

Most research centered on the bringing home of a new born child who was the biological child of the parents. Use of these courses in the context of adoption was not evaluated. Other research may be done in the future. Additionally, virtual participation in these courses is now feasible, but no data is available demonstrating the effectiveness of a virtual course.

Policy recommendations

Governments should partner with local marriage or family psychologists or family not-for-profit organizations to host pilot programs across key demographic groups. The results and participant experiences should be evaluated one and two years after the courses to determine the impact of the course.

Possible methods for administering courses

In order to effectively reach parents and couples, governments should partner with local community institutions in which parents and couples are already active. Examples may include schools, churches, employers, or even, in some geographies, fitness centers.

The leadership of an international family organization based in the United States chose to partner with local churches by training church staff to present the courses. This approach was chosen strategically after determining that few couples would follow through in attending a course hosted by strangers at an unfamiliar location.

Incentives for Participation

Sponsoring institutions should charge a nominal fee for participation in the course or access to online educational materials because research has demonstrated that people value resources more when the individuals have made an investment, even a nominal one, in the resource. Local, regional, or national governments may choose to reward couples who complete the course financially. Financial rewards vary from cash vouchers to tax benefits to reduced licensing fees for administrative paperwork. Sponsoring institutions should evaluate each of these options and

choice that which best fits their circumstances, culture, and political context.

Course Format

Current technology has made virtual coursework possible. Making pre-parenting education courses available online may be beneficial in allowing individuals, such as couples living in rural areas, who might otherwise not have access to the courses to participate.

"Parenting education courses will help some couples develop the skills necessary to prepare for the birth of their first child"

However, participants in studies on pre-parenting education courses identified one of the primary benefits of the courses as the opportunity to build friendships with and provide support to other couples in the same situation. While virtual resources may be a useful complement to in person educational courses, it is likely the virtual resources would not be sufficient to completely replace the in-person sessions.

Additional considerations

Opportunities for Additional Study

Current research pre-dates technological developments that supports virtual classrooms and courses on demand. There is an opportunity to evaluate the effectiveness of these courses, particularly in the context of reaching working couples, low-income couples, or couples living in remote areas.

However, as described above, couples in previous studies indicated that the opportunity to interact and converse with other couples in similar situations was key to their positive experience with the course. It is possible the content of the courses is only one aspect of the studies and that, without the human interaction with other couples, the courses would not be as effective.

Counterarguments

The acceptance of third-party participation or training in the context of marriage and family varies across cultures. In cultures with very traditional gender roles, male participation in preparation for childbirth and upbringing may not be widely accepted.

Additionally, couples bringing home a child through adoption may or may not be aided by these courses. Little research exists measuring the use of these courses in the context of adoption. Evolving and increasingly fluid concepts of family and romantic relationships may make defining the target participants and measuring the success rates of this project difficult.

Little data exists regarding the use of marriage preparation courses outside of the United States. Couples in marginalized groups, such as migrant couples and low-income couples may find it difficult to access educational courses due to financial or other constraints. It may be difficult to measure the impact of these courses for families living in extreme hardship because numerous sources of stress, violence, and poverty may correlate regardless of the courses. Some research has suggested that pre-marital counselling does not have a significant correlation to marital satisfaction. [11]

Responses

Pre-parent courses are not the solution to all problems related to family instability, and, in certain contexts, may not even be helpful until more fundamental human needs are met. The fact that preparenting courses cannot solve all problems or reach all people should not the basis for a conclusion that the courses are not worthwhile for those who can be positively influenced.

Conclusion

The negative impact of divorce on children is now nearly universally accepted. Society also suffers the consequences, through increased crime rates and decreased well-being. Reducing these trends requires addressing what science has demonstrated to be one of their root causes – divorce. Effective solutions to the problem of divorce must address issues which separate couples preemptively.

Investing in parenting education courses will help some couples develop the skills necessary to prepare for the birth of their first child and successfully navigate the fragile period in their relationship which follows.

Partnering with established community institutions, such as schools, churches, and professional associations will allow these courses to reach the intended audiences through established structures, and thus improve the effectiveness of the courses.

Establishing on-demand parenting education programs and other online resources is an additional way to provide information to new parents, but should not be used in lieu of in person courses, which allow parents to build friendships and share experiences with each other.

In conjunction with other pro-family efforts, support and education for early parents is likely to reduce the divorce rate and build a brighter future for the youth and the nation.

[1] John P. Hoffmann, "Exploring the Direct and Indirect Family Effects on Adolescent Drug Use," Journal of Drug Issues 23, (1993): 535-557. Jeremy Arkes, "The Temporal Effects of Parental Divorce on Youth Substance Use," Substance Use & Misuse 48, no. 3 (2013): 294, 296.

[2] Ryan D. Schroeder, Aurea K. Osgood, and Michael J. Oghia, "Family Transitions and Juvenile Delinquency," Sociological Inquiry 80, no. 4 (November 2010): 579, 596; Vanassche, S., Sodermans, A. K., & Matthijs, K. (n.d.). Divorce, delinquent behaviour and substance use among adolescents: The role of parental characteristics. Available at: http://folk.uio.no/torkildl/divnet/Papers/Vanassche.pdf

[3] Wang, Yan, Hui, & Juan, 2011. Available at: https://www.researchgate.net/publication/305288905_DEPRESSION_AMONG_CHINESE_ CHILDREN_AND _ ADOLESCENTS_A_REVIEW_OF_THE_LITERATURE

[4] Available at: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.847.9132&rep=rep1&type=pdf

[5] Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5589346/#s0010title

[6] Available at: https://www.ncbi.nlm.nih.gov/pubmed/8919325

[7] Available at: https://www.jstor.org/stable/2137269?seq=1#page_scan_tab_contents

[8] Available at: https://bmcpsychiatry.biomedcentral.com/articles/10.1186/s12888-017-1252-z

[9] Available at: https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1744-6155.2001.tb00124.x

[10] Available at: https://www.wsj.com/articles/SB10001424052748704099704576288954011675900.

NGO FAMILIES INTERNATIONAL

Recent and Upcoming Events

2019

January

- 31.-02.: IAMFC World Conference – "Relational Issues in Couples and Family Counseling" (New Orleans, LA, USA) http://www.iamfconline.org/public/IAMFC-Upcoming-Events.cfm

March

- 20.-23.: East Mediterranean region conference 2019 (Beirut, Lebanon) https://www.wonca.net

- 21.: The International Family Law Conference 2019 (London, UK) https://www.anthonygold.co.uk/events/the-international-family-law-conference-2019/

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