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## Quarterly Bulletin of the Vienna NGO Committee on the Family

June 2020, No.114

Deadline for contributions: 15.08.2020

Vienna NGO Committee on the Family  
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Dear Readers of 'Families International',

Issue No. 114 addresses, amongst others, the Covid-19 pandemic, especially with regard to its impact on children and families.

Included are also two resolutions from the United Nations, one on social integration and the other, a follow-up to the twentieth anniversary of the International Year of the Family and beyond. Gender equality is addressed in two texts from UNICEF.

This issue further includes articles from a member organization of the Committee, as well as the Programme of an upcoming International Forum, organised by the Committee on nutrition, and a list of recent and upcoming events.

Sincerely,

Julia Birner

Deputy Editor

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***From the Vienna NGO Committee on the Family***



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FULL COMMITTEE MEETING

UNITED NATIONS

VIENNA INTERNATIONAL CENTRE

Monday October 19<sup>th</sup> 2020 – Conference Room C0713

**INTERNATIONAL FORUM**

***‘Feed the child and save the world’ – life-long effects of  
food and nutrition that support childhood growth and  
development***

***Dr. Mary Flynn***

13.00 – 15.00

[Including Discussion with Presenter & Participants]

Dr Mary A.T. Flynn has worked for many years in public health, clinical nutrition and academia in Ireland, Canada and the Middle East. Her work includes the development of best infant feeding practices, food-based guidelines for children and adolescents and programs to support families when children’s weight growth ‘gets ahead’ of their height growth. Currently she leads work on nutrient reference standards for infants and young children at Codex Alimentarius [World Health Organisation (WHO) and the Food & Agricultural Organisation (FAO) of the United Nations]; and was an Expert Advisor on the development of Health Canada’s new Food Guide (2019). In 2014, Mary was awarded the inaugural medal for excellence in Public Health Nutrition by the Nutrition Society in the UK. She was appointed as a member of the first Healthy Ireland Council by the Minister for Health in Ireland and has been a Visiting Professor at the Ulster University, Northern Ireland since 2012.

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**Board Officers:**

Chairperson: Wolfgang Engelmaier M.A., Kolping International,

Secretary: Dr. Peter Crowley, International Council of Psychologists,

Treasurer: Alexandra Lugert M.A., European Union of Women.

**Board Members:**

Julia Birner, Families International,

Christin Kohler M.A., Families International,

Karin Kuzmanov B.A., Families International,

Oscar McConkie, Latter Day Saints Charities,

Isabella Nening M.A., Families International,

Dr. Eleonora Reis Teixeira da Costa-Rossoll,

Federation of Catholic Family Associations,

Dr. Maria Riehl, Women’s Federation for World Peace International.



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Food and nutrition have profound effects on human development from the moment of conception throughout childhood until growth is completed around 18 year of age. During these years there are critical stages of development where nutrition can have life-long effects. The first three years of life is an exquisitely sensitive period of growth and development. The development of international growth standards by the World Health Organization, describe optimal growth of children during this time. Over the first 12 months of life, well-nourished infants treble their birth weight and double their surface area – a unique feature of development that is never repeated during the human life cycle.

On their first birthday infants become young children – a stage that continues until they reach their third birthday. This age range of 1 to 3 years represents another remarkable phase of development where annually, children grow 7 to 12 cm taller and 2 to 4 kg heavier. These physical manifestations of growth are matched by development of internal organs. For example, at birth the average infant brain is about a quarter of adult brain size and over the first year of life, doubles in size reaching 80% of adult size by the third birthday.

There is a 'plasticity' to the growth and development that occurs during infancy and young childhood, which allows adaptation for survival when food is inadequate. Adverse nutritional experiences during this period of early life can profoundly influence human biology, child growth and maturation, and long-term health and longevity. This is commonly referred to as the developmental origins of health and disease. The first three years of life, therefore, offer a unique opportunity to shape healthier futures. Providing appropriate food to ensure nutritional well-being at this time can have a profound impact on society, playing a critical role in preventing chronic disease.

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Food providing adequate nutrition influences growth and development throughout the older years of childhood. The provision of food to vulnerable children through school feeding programs yields outcomes that can last for a lifetime through positive effects on educational attainment. A second growth spurt occurs as children enter puberty where their 'almost adult size' hides their nutritional vulnerability. At this transitional stage from childhood to adulthood their food needs have never been greater. Food must provide extra nutrients to support this critical period where 40% of bone mineral density is accrued, 45% of adult weight and 20% of adult height is attained. Ensuring adequate nutrition during female adolescence is where the circle of life begins again as well nourished women at conception and during pregnancy, profoundly influence the health and well-being of the next generation.

'Feed the child and save the world' summarises the massive returns to countries – economic as well as health, from investing in food programs that support infant, child and adolescent development.

Dr. Mary Flynn

An Administrative Session of the Full Committee will be held: 15.30 - 17.00
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**International Day of Families 2020 “Families in Development  
Copenhagen & Beijing + 25”**



## **International Day of Families 2020**

### **“Families in Development Copenhagen & Beijing + 25”**

The theme of the 2020 International Day of Families on 15 May is  
**“Families in Development: Copenhagen & Beijing + 25”**

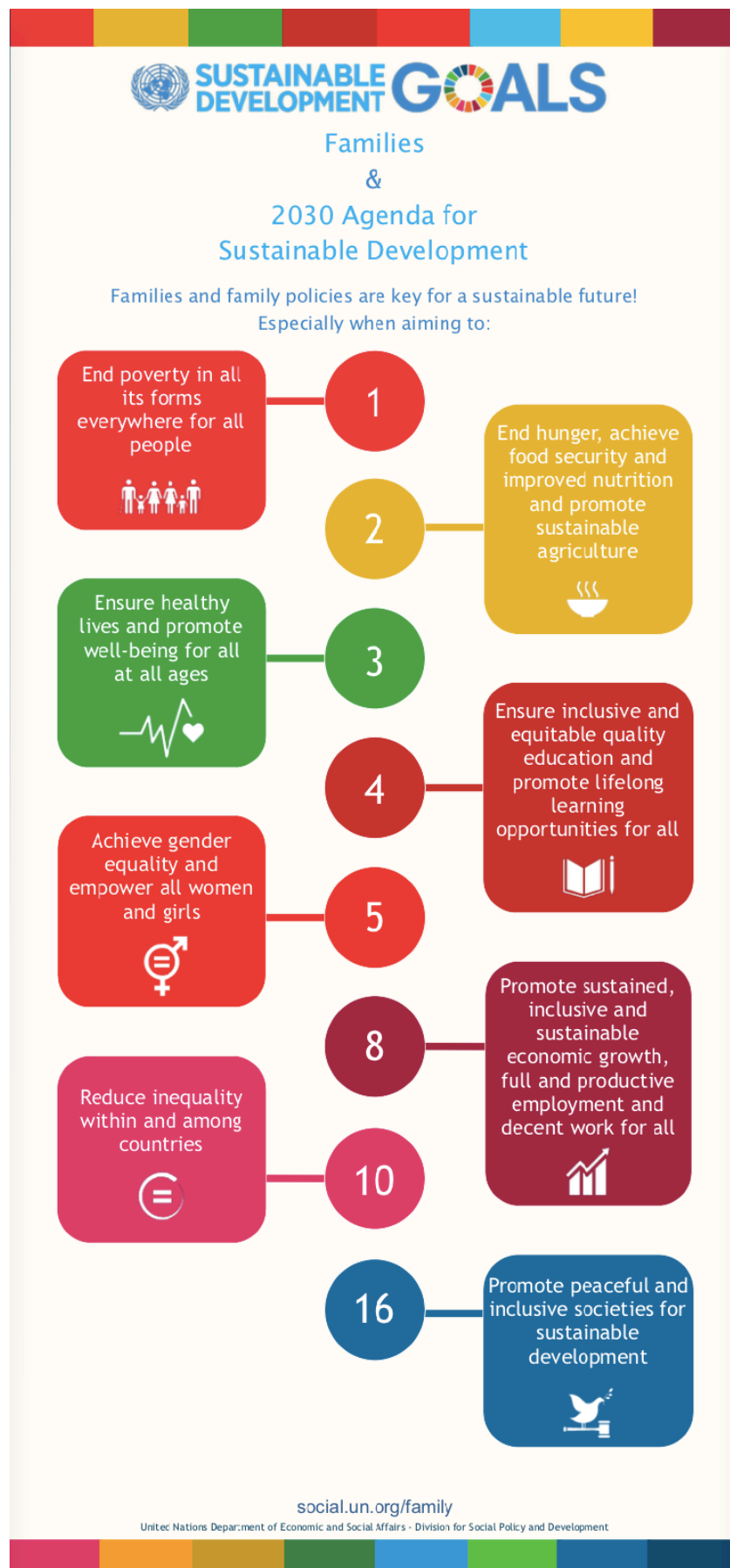
UN DESA through its Division for Inclusive Social Development supports the worldwide observance of the International Day of Families and organizes annual international observances of the Day at UN Headquarters in New York focusing on topics relevant to the UN Development Agenda.

In 2020 an on-line webinar in observance of the Day will focus on recent research on family policy issues conducted by UNDESA, UN Women and UNICEF with support of the International Federation for Family Development (IFFD). For more information please contact Renata Kaczmarek, Focal Point on the Family, DISD/UNDESA at [kaczmarek@un.org](mailto:kaczmarek@un.org)

For more information, please visit:

[un.org/development/desa/family/international-day-of-families.html](https://un.org/development/desa/family/international-day-of-families.html)

## Sustainable Development Goals; Families & 2030 Agenda for Sustainable Development





United Nations

A/C.3/74/L.17



## General Assembly

Distr.: Limited

14 October 2019

Original: English

Seventy-fourth session

**Third Committee**

Agenda item 25 (b)

**Social development: social development, including questions relating to the world social situation and to youth, ageing, persons with disabilities and the family**

**Peru: draft resolution**

### **Promoting social integration through social inclusion**

*The General Assembly,*

*Welcoming* the political declaration entitled “Gearing up for a decade of action and delivery for sustainable development: political declaration of the Sustainable Development Goals Summit”,

*Recalling* the World Summit for Social Development, held in Copenhagen from 6 to 12 March 1995, and the twenty-fourth special session of the General Assembly, entitled “World Summit for Social Development and beyond: achieving social development for all in a globalizing world”, held in Geneva from 26 June to 1 July 2000,

*Recalling also* Economic and Social Council resolution 2010/12 of 22 July 2010 on promoting social integration and General Assembly resolution [72/142](#) of 19 December 2017 and its previous resolutions on promoting social integration through social inclusion,

*Reaffirming* its resolution [70/1](#) of 25 September 2015, entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, in which it adopted a comprehensive, far-reaching and people-centred set of universal and transformative Sustainable Development Goals and targets, its commitment to working tirelessly for the full implementation of the Agenda by 2030, its recognition that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development, and its commitment to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced and integrated manner, and to building upon the achievements of the Millennium Development Goals and seeking to address their unfinished business,

*Welcoming* the fact that the 2030 Agenda for Sustainable Development reflects the cross-cutting nature and importance of social inclusion, through the relevant





Sustainable Development Goals and associated targets, and acknowledging that its promotion is required to achieve sustainable development in all of its dimensions,

*Reiterating* the pledge that no one will be left behind, reaffirming the recognition that the dignity of the human person is fundamental, and the wish to see the Goals and targets met for all nations and peoples and for all segments of society, and recommitting to focusing our effort where the challenges are greatest, including by ensuring the inclusion and participation of those who are furthest behind,

*Recalling* that the 2030 Agenda for Sustainable Development includes, among the 17 Sustainable Development Goals, which are integrated and indivisible, a goal to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels,

*Reaffirming* its resolution 69/313 of 27 July 2015 on the Addis Ababa Action Agenda of the Third International Conference on Financing for Development, which is an integral part of the 2030 Agenda for Sustainable Development, supports and complements it, helps to contextualize its means of implementation targets with concrete policies and actions, and reaffirms the strong political commitment to address the challenge of financing and creating an enabling environment at all levels for sustainable development in the spirit of global partnership and solidarity,

*Reaffirming* the commitment of the New Urban Agenda, adopted at the United Nations Conference on Housing and Sustainable Urban Development (Habitat III), held in Quito from 17 to 20 October 2016,<sup>1</sup>

*Acknowledging* that empowerment, participation and social protection are essential for social development, as well as for inclusion, and that sustainable development requires the meaningful involvement and active participation of all, particularly those who are vulnerable or marginalized, with due regard to the need for the full and equal participation of women and girls, young people, older persons and persons with disabilities,

*Recognizing* the great importance of promoting comprehensive systems of social protection that provide universal access to essential social services, consistent with national priorities and circumstances, in order to help to meet the internationally agreed development goals, including the Sustainable Development Goals,

*Taking note with appreciation* of the commitment of several United Nations entities to mainstream social inclusion in their work, and encouraging others to do the same,

*Reaffirming* the commitment of the international community to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for everyone, as necessary, to eradicate poverty in all its forms and dimensions, including extreme poverty, which should be complemented, as appropriate, by effective social protection policies, including social inclusion policies,

*Reaffirming also* the importance of reducing inequalities within and among countries through the empowerment of all and the promotion of social, economic and political inclusion, especially for those in vulnerable or marginalized groups or situations,

*Recognizing* that the gains of economic growth should also benefit those in vulnerable or marginalized groups or situations,

<sup>1</sup> Resolution 71/256, annex.

*Affirming* its strong support for fair globalization and the need to translate growth into the reduction of inequalities, eradication of poverty and commitment to strategies and policies that aim to promote full, freely chosen and productive employment and decent work for all and that these strategies and policies should constitute fundamental components of relevant national and international policies and national development strategies, including inequality and poverty reduction strategies, reaffirming that employment creation and decent work for all should be incorporated into macroeconomic policies, taking fully into account the impact and social dimension of globalization, the benefits and costs of which are often unevenly shared and distributed, and noting in this regard that the decent work agenda of the International Labour Organization, with its four strategic objectives, has an important role to play in achieving the objective of social protection and elimination of inequalities, as reaffirmed in the International Labour Organization Declaration on Social Justice for a Fair Globalization,<sup>2</sup>

*Recognizing* that the three core themes of social development, namely, poverty eradication, full and productive employment and decent work for all and social integration, are interrelated and mutually reinforcing, and that an enabling environment therefore needs to be created so that all three objectives can be pursued simultaneously,

*Recognizing also* that social inclusion and equality are intrinsically linked and that focusing on and investing in the most disadvantaged and excluded populations, which may include women, children and persons with disabilities, is critically important for the effective implementation of the Sustainable Development Goals,

*Recognizing further* that social inclusion policies and systems play a critical role in promoting an inclusive society and are also crucial for fostering stable, safe, harmonious, peaceful and just societies and for improving social cohesion and inclusion so as to create an environment for development and progress,

*Reaffirming* the important role of corporate social responsibility and accountability in contributing to an enabling environment to promote inclusive economic growth and social integration,

*Recognizing* that social inclusion policies also strengthen the democratic process and play a critical role in progressively realizing economic, social and cultural rights for all,

*Stressing* that social inclusion policies should promote gender equality and the empowerment of women and girls, as well as equal access to opportunities and social protection for all, in particular for those in vulnerable or marginalized groups or situations, including women who experience multiple and intersecting forms of discrimination and violence, considering that this will make a crucial contribution to progress across all the Goals and targets of the 2030 Agenda for Sustainable Development,

*Reaffirming* the importance of ensuring the social integration of older persons and the promotion and protection of their rights, as an integral part of development policies at all levels, and recognizing that older persons can make a significant contribution to sustainable development in its three dimensions – economic, social and environmental,

*Reaffirming also* that youth participation is important for development, and encouraging Member States to explore and promote the participation of young people in relevant decision-making processes and monitoring, including in designing and

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<sup>2</sup> A/63/538-E/2009/4, annex.

implementing policies and programmes involving them, while implementing the 2030 Agenda for Sustainable Development,

*Recognizing* the important role played by civil society, including non-governmental organizations, in promoting social integration, inter alia, through social programmes and support for the development of socially inclusive policies,

*Acknowledging* that the participation of persons in vulnerable or marginalized groups or situations is crucial to formulating and implementing social inclusion policies that effectively achieve social integration, as appropriate,

*Reaffirming* the important role of cooperatives, especially in developing countries, in reducing inequality within and among countries and ensuring social inclusion while promoting more inclusive and equitable growth in order to achieve the Sustainable Development Goals with the aim of leaving no one behind,

*Recognizing* that each country has primary responsibility for its own economic and social development, and reaffirming the essential role of national policies and strategies in promoting sustainable development in all of its forms, particularly the promotion of social inclusion,

*Recognizing also* the importance of an enabling international environment, and stressing the importance of enhanced international cooperation to support national efforts towards promoting social integration through social inclusion in every country, including the fulfilment of all commitments on official development assistance, debt relief, market access, financial and technical support and capacity-building,

*Expressing concern* that, in times of economic and financial crisis and ongoing concern about energy and food insecurity, social exclusion can be exacerbated, and stressing in this regard that sustainable and reliable social inclusion policies and programmes can play a positive role,

*Recalling* its resolution [72/206](#) of 20 December 2017 on financial inclusion for sustainable development, in which it recognized the importance of financial inclusion for achieving sustainable development,

*Considering* that implementing digital inclusion is essential for all, in particular young people, to gain access to new jobs requiring relevant digital skills, in order to build an inclusive digital economy and society, and that information and communications technology is a tool through which youth can substantively contribute to, participate in and leverage their social and economic development and inclusion,

*Recognizing* that information and communications technologies have the potential to provide new solutions to development challenges, particularly in the context of globalization, and can foster sustained, inclusive and equitable economic growth and sustainable development, competitiveness, access to information and knowledge, trade and development, poverty eradication and social inclusion that will help to expedite the integration of all countries, especially developing countries, in particular the least developed countries, into the global economy,

*Acknowledging* that investment in human capital and social protection has been proven to be effective in reducing poverty and inequality, and inviting Member States to mobilize innovative sources of financing, including through public-private partnerships, to secure adequate levels of social expenditure necessary for expanding coverage towards universal access to health, education, innovation, new technologies and basic social protection and to address the issues of illicit financial flows and corruption,

*Recognizing* that, in order to leave no one behind and bring everyone forward, actions are needed to promote equality of opportunity so that no person is denied basic economic and social opportunities and the enjoyment of all human rights,

1. *Takes note* of the report of the Secretary-General;<sup>3</sup>
2. *Stresses* that Member States, which bear the main responsibility for social integration and social inclusion, should prioritize the creation of a “society for all” based on respect for all human rights and the principles of equality among individuals, non-discrimination, access to basic social services and promotion of the active participation of every member of society, in particular those in vulnerable or marginalized groups or situations, in all aspects of life, including civic, social, economic, cultural and political activities, as well as participation in decision-making processes;
3. *Reaffirms* that social integration policies should seek to reduce inequalities and that equity and social inclusion are important for achieving sustainable development, ensuring that individuals can participate without discrimination and contribute to its social, economic and environmental dimensions;
4. *Stresses* the importance of promoting inclusive and equitable quality education and lifelong learning opportunities for all, especially for young people, older persons, women and girls, persons with disabilities, ethnic minorities and immigrants, and of skills development and quality training as essential means for inclusive participation and integration in society;
5. *Calls upon* Member States to promote a more equitable participation in and access to economic growth gains, through, inter alia, policies that ensure inclusive labour markets and by implementing socially responsive macroeconomic policies, in which employment has a key role, and social inclusion strategies that promote social integration, ensuring social protection floors, particularly for those who are in vulnerable or marginalized groups or situations, as defined by each country in accordance with its individual circumstances, including on a demand-driven basis, and the promotion and protection of their social and economic rights;
6. *Encourages* Member States to consider, when appropriate, the creation or the strengthening of national institutions or agencies for promoting, implementing and evaluating social inclusion programmes and mechanisms, at the national and local levels, in order to help to ensure that no one is left behind;
7. *Also encourages* Member States to consider promoting the increased civil, political and economic participation of women, youth, older persons, persons with disabilities and indigenous peoples, including by promoting their involvement in political processes and their access to social protection, credit, vocational training and employment support services;
8. *Further encourages* Member States to ensure inclusive participatory and representative decision-making processes, at all levels, and to review existing legal frameworks, as appropriate, with a view to removing discriminatory provisions so as to reduce inequalities;
9. *Encourages* Member States to promote social inclusion as a matter of social justice in order to build the resilience of vulnerable populations and to help them to adapt to the negative impact of economic crises, humanitarian emergencies and climate change, and in this regard invites relevant United Nations entities and international institutions to support such efforts;

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[3 A/74/133.](#)

10. *Invites* Member States, and encourages regional organizations, to support national efforts to achieve inclusive societies, in particular in developing countries, upon their request, by providing, inter alia, financial and technical cooperation for the design and implementation of sound social inclusion policies;

11. *Encourages* Member States to mainstream social integration objectives into social inclusion policies, promoting the participation of persons in vulnerable or marginalized groups or situations in planning, implementing and monitoring processes, in collaboration, as appropriate, with relevant organizations of the United Nations development system, regional organizations, international and regional financial institutions, development and social partners, the private sector and civil society organizations;

12. *Also encourages* Member States to promote the inclusion of a gender perspective in all social inclusion strategies and initiatives, especially in terms of the economic empowerment of women and the promotion of a gender-sensitive policy environment in the workplace;

13. *Further encourages* Member States to adopt and pursue national financial inclusion strategies as a way to increase the capacity of young people, women and persons with disabilities to leverage various types of opportunities, such as becoming entrepreneurs;

14. *Invites* Member States to implement digital inclusion policies and to support the reduction of inequalities in this matter through the empowerment of all, particularly young people, regardless of age, gender, ability, location or financial means;

15. *Reaffirms its commitment* to embracing diversity in cities and human settlements, to strengthening social cohesion, intercultural dialogue and understanding, tolerance, mutual respect, gender equality, innovation, entrepreneurship, inclusion, identity and safety, and the dignity of all people, as well as to fostering liveability and a vibrant urban economy and to taking steps to ensure that local institutions promote pluralism and peaceful coexistence within increasingly heterogeneous and multicultural societies;

16. *Invites* Member States, relevant organizations of the United Nations system, regional organizations, international and regional financial institutions, development and social partners, the private sector and civil society organizations to continue to share their experience in respect of practical initiatives to promote economic, civil and political participation and anti-discrimination measures and other measures for advancing social integration;

17. *Invites* Member States to consider a systematic exchange of good practices in social integration at the regional and international levels so that policymakers and other stakeholders can apply them to their national circumstances and step up progress towards achieving a “society for all”;

18. *Encourages* Member States to improve the collection and use of data disaggregated by age, sex and other relevant criteria for the formulation of policies and programmes aimed at achieving social inclusion, and stresses the importance of international cooperation in this regard;

19. *Requests* the Secretary-General to submit a report, taking into account the information provided by Member States and relevant actors of the United Nations system, on the implementation of the present resolution to the General Assembly at its seventy-sixth session;

20. *Decides* to consider the question further at its seventy-sixth session under the item entitled “Social development”.

**Resolution: 'Follow-up to the 20<sup>th</sup> anniversary of the International Year of the Family and beyond'**

United Nations

A/C.3/74/L.13/Rev.1



**General Assembly**

Distr.: Limited

12 October 2019

Original: English

Seventy-fourth session

**Third Committee**

Agenda item 25 (b)

**Social development: social development, including questions relating to the world social situation and to youth, ageing, persons with disabilities and the family**

**State of Palestine:\* revised draft resolution**

**Follow-up to the twentieth anniversary of the International Year of the Family and beyond**

*The General Assembly,*

*Recalling* its resolutions [44/82](#) of 8 December 1989, [50/142](#) of 21 December 1995, [52/81](#) of 12 December 1997, [54/124](#) of 17 December 1999, [56/113](#) of 19 December 2001, [57/164](#) of 18 December 2002, [58/15](#) of 3 December 2003, [59/111](#) of 6 December 2004, [59/147](#) of 20 December 2004, [60/133](#) of 16 December 2005, [62/129](#) of 18 December 2007, [64/133](#) of 18 December 2009, [66/126](#) of 19 December 2011, [67/142](#) of 20 December 2012, [68/136](#) of 18 December 2013, [69/144](#) of 18 December 2014, [71/163](#) of 19 December 2016, [72/145](#) of 19 December 2017 and [73/144](#) of 17 December 2018 concerning the proclamation of, preparations for and observance of the International Year of the Family and its tenth and twentieth anniversaries,

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

*Recognizing also* that the objectives of the International Year and its follow-up processes, especially those relating to family-oriented policies in the areas of poverty, work-family balance and intergenerational issues, with attention given to the rights and responsibilities of all family members, can contribute to ending poverty, ending hunger, ensuring a healthy life and promoting well-being for all at all ages, promoting lifelong learning opportunities for all, ensuring better education outcomes for children, including early childhood development and education, enabling access to employment opportunities and decent work for parents and caregivers, achieving gender equality and the empowerment of all women and girls and eliminating all

\* On behalf of the States that are members of the Group of 77 and China, taking into account also the provisions of General Assembly resolution [73/5](#) of 16 October 2018.





forms of violence, in particular against women and girls, and supporting the overall quality of life of families, including families in vulnerable situations, so that family members can realize their full potential, as part of an integrated comprehensive approach to development,

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

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

*Acknowledging* that the International Year and its follow-up processes have served as catalysts for initiatives at the national and international levels, including family-oriented policies and programmes to reduce poverty and hunger and promote the well-being of all at all ages, and can boost development efforts, contribute to better outcomes for children and help break the intergenerational transfer of poverty in support of the implementation of the 2030 Agenda for Sustainable Development,<sup>1</sup>

*Acknowledging also* that strengthening intergenerational relations, through such measures as promoting intergenerational living arrangements and encouraging extended family members to live in close proximity to each other, has been found to promote the autonomy, security and well-being of children and older persons and that initiatives to promote involved and positive parenting and to support the role of grandparents have been found to be beneficial in advancing social integration and solidarity between generations, as well as in promoting and protecting the human rights of all family members,

1. *Takes note with appreciation* of the report of the Secretary-General;<sup>2</sup>
2. *Encourages* Governments to continue their efforts to implement the objectives of the International Year of the Family and its follow-up processes and to develop strategies and programmes aimed at strengthening national capacities to address national priorities relating to family issues and to step up their efforts, in collaboration with relevant stakeholders, to implement those objectives, in particular in the areas of fighting poverty and hunger and ensuring the well-being of all at all ages;
3. *Invites* Member States to invest in a variety of inclusive, family-oriented policies and programmes, which take into account the different needs and expectations of families, as important tools for, inter alia, fighting poverty, social exclusion and inequality, promoting work-family balance and gender equality and the empowerment of all women and girls and advancing social integration and intergenerational solidarity, to support the implementation of the 2030 Agenda for Sustainable Development;<sup>1</sup>
4. *Encourages* Member States to continue to enact inclusive and responsive family-oriented policies for poverty reduction in line with the main objectives of the twentieth anniversary of the International Year, to confront family poverty and social exclusion, recognizing the multidimensional aspects of poverty, focusing on inclusive and quality education and lifelong learning for all, health and well-being for all at all ages, full and productive employment, decent work, social security, livelihoods and social cohesion, including through gender- and age-sensitive social protection

<sup>1</sup> Resolution 70/1.

<sup>2</sup> A/74/61-E/2019/4.



systems and measures, such as child allowances for parents and pension benefits for older persons, and to ensure that the rights, capabilities and responsibilities of all family members are respected;

5. *Also encourages* Member States to promote work-family balance as conducive to the well-being of children, youth, persons with disabilities and older persons and the achievement of gender equality and the empowerment of all women and girls, inter alia, through improving working conditions for workers with family responsibilities, expanding flexible working arrangements, including through the use of new information and communications technologies, and providing and/or expanding leave arrangements, such as maternity leave and paternity leave, and adequate social security benefits for both women and men, taking appropriate steps to ensure that they are not discriminated against when availing themselves of such benefits and promoting men's awareness and use of such opportunities, for their children's developmental benefit and as a means of enabling women to increase their participation in the labour market;

6. *Further encourages* Member States to take appropriate steps to provide affordable, accessible and good-quality childcare and care facilities for children and other dependants and measures promoting the equal sharing of household responsibilities between women and men, recognizing, reducing and redistributing women's and girls' disproportionate share of unpaid care and domestic work and fully engaging men and boys as agents and beneficiaries of change and as strategic partners and allies in this regard;

7. *Encourages* Member States to invest in family-oriented policies and programmes that enhance strong intergenerational interactions, such as intergenerational living arrangements, parenting education, including for family caregivers, and support for grandparents, including grandparents who are primary caregivers, in an effort to promote inclusive urbanization, active ageing, intergenerational solidarity and social cohesion;

8. *Also encourages* Member States to consider providing universal and gender-sensitive social protection systems, which are key to ensuring poverty reduction, including, as appropriate, targeted cash transfers for families in vulnerable situations, as can be the case of families headed by a single parent, in particular those headed by women, and which are most effective in reducing poverty when accompanied by other measures, such as providing access to basic services, high - quality education and health-care services;

9. *Further encourages* Member States to provide legal identity, including birth registration, in accordance with international law, including relevant provisions of the Convention on the Rights of the Child<sup>3</sup> and/or relevant provisions of the International Covenant on Civil and Political Rights,<sup>4</sup> and death registration, as a means of, inter alia, promoting peaceful and inclusive societies for sustainable development;

10. *Encourages* Member States to invest in parenting education as a tool to enhance children's well-being and prevent all forms of violence against children, including through promoting non-violent forms of discipline;

11. *Also encourages* Member States to improve the collection and use of data, disaggregated by age, sex and other relevant criteria, for the formulation and evaluation of family-oriented policies and programmes to effectively respond to the challenges faced by families and harness their contribution to development;

<sup>3</sup> United Nations, *Treaty Series*, vol. 1577, No. 27531.

<sup>4</sup> See General Assembly resolution [2200 A \(XXI\)](#), annex.

12. *Encourages* Governments to support the United Nations trust fund on family activities;

13. *Encourages* Member States to strengthen cooperation with all relevant stakeholders, including United Nations entities, civil society, academic institutions and the private sector, in the development and implementation of relevant family - oriented policies and programmes;

14. *Encourages* further collaboration between the Department of Economic and Social Affairs of the Secretariat and the United Nations entities, agencies, funds and programmes, as well as other relevant intergovernmental and non -governmental organizations active in the family field, as well as the enhancement of research efforts and awareness-raising activities relating to the objectives of the International Year and its follow-up processes;

15. *Requests* the focal point on the family of the Department of Economic and Social Affairs to enhance collaboration with the regional commissions, funds and programmes, recommends that the roles of focal points within the United Nations system be reaffirmed, and invites Member States to increase technical cooperation efforts, consider enhancing the role of the regional commissions on family issues and continue to provide resources for those efforts, facilitate the coordination of national and international non-governmental organizations on family issues and enhance cooperation with all relevant stakeholders to promote family issues and develop partnerships in this regard;

16. *Calls upon* Member States and agencies and bodies of the United Nations system, in consultation with civil society and other relevant stakeholders, to continue to provide information on their activities, including on good practices at the national, regional and international levels, including the relevant United Nations forums, in support of the objectives of the International Year and its follow-up processes, to be included in the report of the Secretary-General;

17. *Requests* the Secretary-General to submit a report to the General Assembly at its seventy-sixth session, through the Commission for Social Development and the Economic and Social Council, on the implementation of the objectives of the International Year and its follow-up processes by Member States and by agencies and bodies of the United Nations system and on the appropriate ways and means to observe the thirtieth anniversary of the International Year of the Family, in 2024;

18. *Decides* to consider the topic “Implementation of the objectives of the International Year of the Family and its follow-up processes” at its seventy-fifth session under the sub-item entitled “Social development, including questions relating to the world social situation and to youth, ageing, persons with disabilities and the family” of the item entitled “Social development”.

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# Innocenti Research Brief

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## 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).

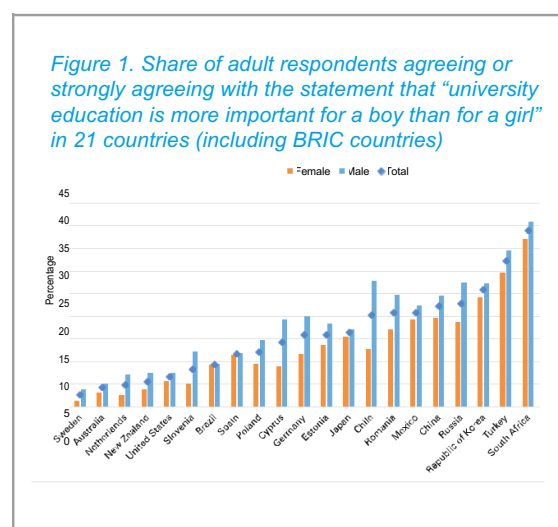
### DATA

The analysis of attitudes towards gender preferences regarding university education presented here is based on the World Values Survey (WVS), a global study of socio-cultural 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 time-series 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 (2005-2009). 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.

### 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),



Source: World Values Survey 2010-2014

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 gender-egalitarian attitudes

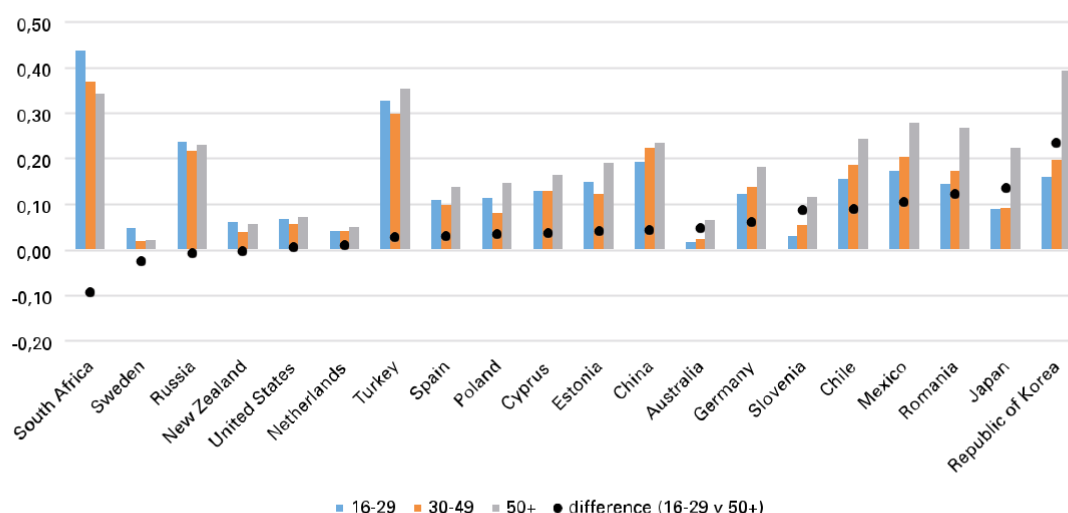
The intergenerational gap between respondents aged 29 or younger and aged 50 or over is largest in Japan, Mexico, Romania, and Republic of Korea (Figure 2). However, the relative difference (measured as ratio) is greatest in Australia and Slovenia, where respondents aged 50 or over are four times more 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.

### 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).

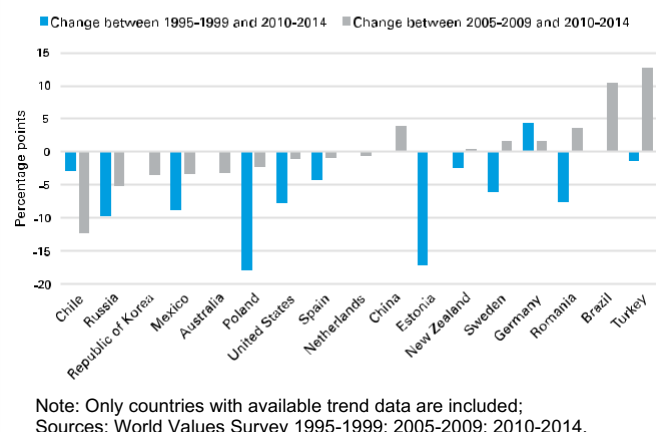
Figure 3 shows that countries with the largest reduction in traditional gender attitudes – Estonia and Poland – are those that experienced the most rapid socio-economic transformation between 1995/1999 and 2010/2014, as a

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.

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



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

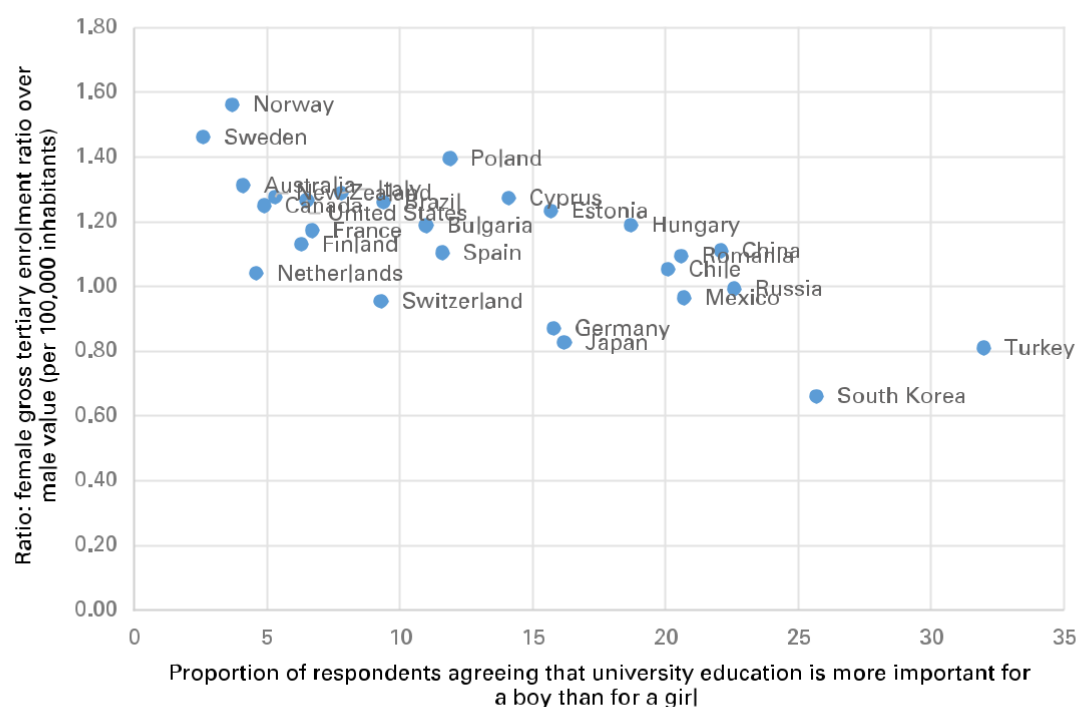
non-linear path to democratization. The trend in China and particularly in Brazil, both of which show an increase in non-egalitarian attitudes over the most recent period, rings an alarm however, as it suggests that rapid economic growth is not sufficient to change entrenched societal norms.

### *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

*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.

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.

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This brief has undergone the internal peer review process of the UNICEF Office of Research – Innocenti.







## Innocenti Research Brief

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# Gender Socialization during Adolescence in Low- and Middle-income Countries: Conceptualization, influences and outcomes

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### What is Gender Socialization?

In this paper, gender socialization is defined as a “process whereby individuals develop, refine and learn to ‘do’ gender through internalizing gender norms and roles as they interact with key agents of socialization, such as their family, social networks and other social institutions.”

John et al. (2017), p. 6

### WHY A FOCUS ON GENDER SOCIALIZATION DURING ADOLESCENCE?

This brief summarizes the key insights and conclusions from **a discussion paper on gender socialization during adolescence**, with a focus on low- and middle-income settings. By reviewing theories from psychology, sociology and biology, significant societal changes and effective programme interventions, the paper sets out to provide a more holistic picture of the influences and outcomes of gender socialization for adolescent programming and policy.

Understanding gender socialization is important because its negative outcomes are a significant driver of gender inequality and harmful consequences for girls, boys, men and women across the world. Globally, more than 200 million girls and women have undergone female genital mutilation/cutting (FGM/C) and approximately one in seven girls aged 15-19 is married or in union (UNICEF, 2016b). The global leading cause of death for adolescent boys (aged 10-19) in 2015 was road traffic accidents (resulting in 88,590 deaths) followed by interpersonal violence (resulting in 42,277 deaths) (WHO, 2016). Gender norms and

socialization around what constitutes gender-appropriate behaviour play a major role in shaping these outcomes.

The paper focuses on adolescence because it is a period of physical, social and emotional development and as such, a critical period for intervention. It is a time in the life course when addressing gender inequity is particularly important, as it is here that gender attitudes and roles intensify and certain negative behaviours – including violence, risky sexual behaviors and substance abuse – begin to emerge. Their consequence is sometimes immediate and sometimes has significant impacts later in life.

Adolescence is also increasingly seen as a ‘second window of opportunity’ to build on early investments, promote positive behaviours, and offer a second chance for those who have not fared well in early childhood (Patton et al., 2016; UNICEF, 2017). Biological changes, the expansion of social networks and the importance placed on belonging and feeling accepted that occur, make adolescents especially responsive to normative influences in their environment – and make adolescence a pivotal period for interventions related to the achievement of gender equality.

Finally, while many of the issues and concepts covered in the paper apply globally, its focus is on adolescents living in low- and middle-income countries (LMIC), which are home to over 91 per cent of the adolescent population. South Asia alone is home to 340 million adolescents and East Asia and the Pacific to 277 million (UNICEF, 2016a). Despite these large numbers and projections that they will increase globally through to 2050 (UNICEF, 2016a), evidence on how to design policies and programmes that reap more gender-equitable outcomes for this population is limited.



To address this gap, the paper had **three overarching objectives**:

1. To review how key disciplines conceptualize the gender socialization process and apply these conceptualizations to the adolescent period.
2. To situate the gender socialization process during adolescence in a broader context of multi-level influences and outcomes, using a conceptual framework.
3. To develop practical suggestions for designing effective programmes and policies to achieve more equitable gender outcomes for adolescents living in LMICs.

This brief outlines a conceptual framework of gender socialization influences and outcomes developed in the discussion paper and the results of a rapid literature review of programme interventions aiming to influence gender socialization during adolescence. It concludes with three overarching recommendations.

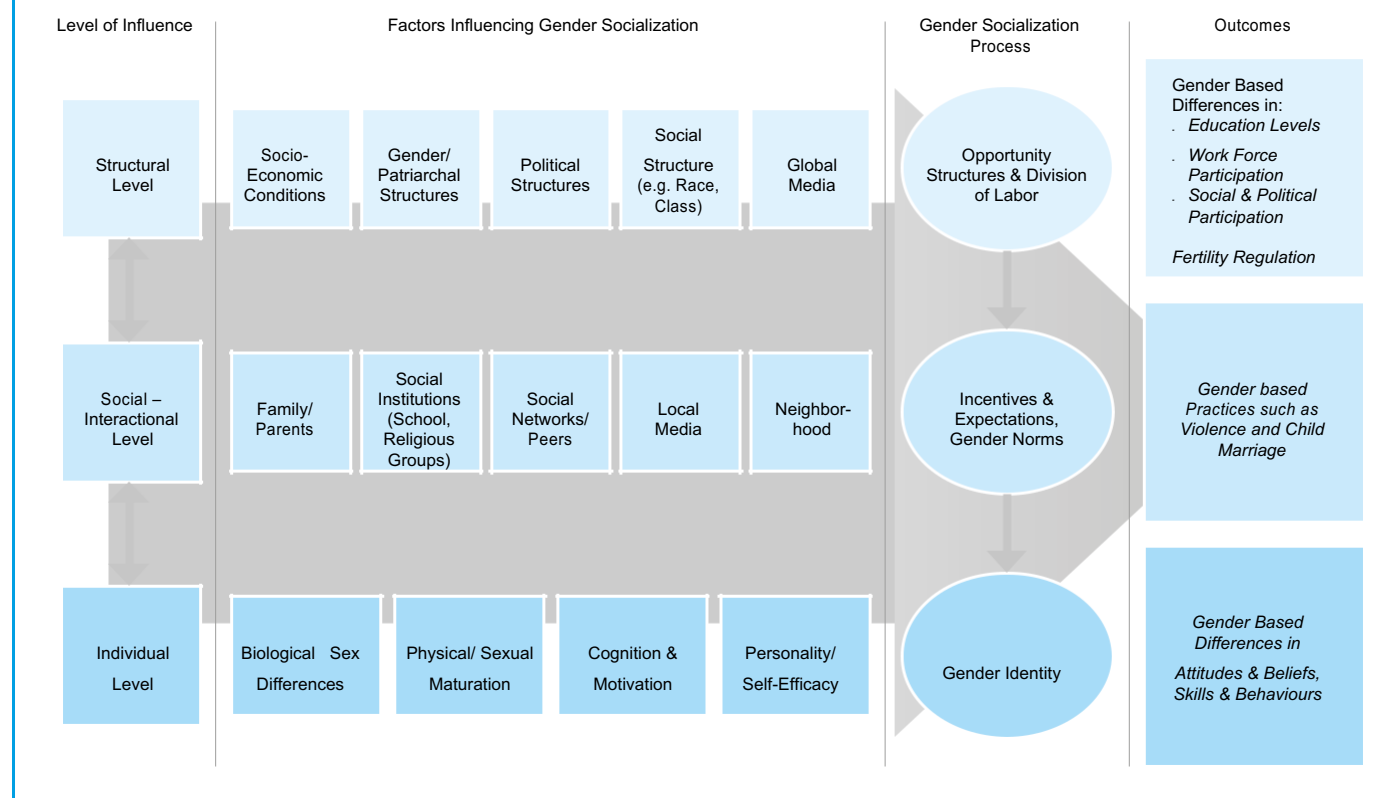
### *Box 1: Summary of key findings*

- Gender socialization is a process by which individuals develop, refine and learn to 'do' gender through internalizing gender norms and roles as they interact with key agents of socialization, such as their family, peers, social networks and other social institutions.
- This dynamic and multi-level process intensifies during adolescence and may differ across the life course and context.
- Gender, race, class, cultural expectations and beliefs, sexual identity and other factors interact in myriad ways and influence the experience and everyday practice of gender.
- At the structural level, the core influences include patriarchal structures and level of socio-economic development. These factors interact with other socio-cultural and political factors to influence gender socialization and determine the opportunities and livelihoods of particular groups and individuals.
- A literature review of gender socialization interventions targeting adolescents in LMICs identified three overarching strategies used in programming: 1) Empowering young people through information, skills and social support; 2) Fostering an enabling environment in which to challenge gender norms; 3) Working with men and boys to challenge norms of masculinity and femininity.
- The interventions often resulted in changes in attitudes, but effects on behaviour tended to be smaller.
- Interventions need to adopt a holistic approach to account for the multi-level influences on gender-socialization and employ a longer-term perspective.

## FRAMEWORK FOR ANALYSING GENDER SOCIALIZATION IN ADOLESCENCE

Drawing on a literature review from the fields of psychology, sociology and biology, Figure 1 presents a framework of key factors that influence the gender socialization process at the macro, meso and micro levels and its related outcomes, with a focus on the period of adolescence. The framework captures the ways in which gender socialization produces and reproduces gender norms, roles and identities and contributes to gender differences in certain outcomes (See Box 2 for details).

*Figure 1: Multi-Level Framework of Influences Impacting Gender Socialization Processes During Adolescence*



### *Box 2: Examples of factors that influence gender socialization during adolescence:*

#### *A narrative to Figure 1*

The **structural level** refers to the different societal values and practises, political and gendered structures, socio-economic conditions, and the global media and information sources that exert influence at the societal level. For example, changes in political economy can contribute to women's increased participation in paid employment. Shifts in women's roles outside the home, particularly to take on jobs traditionally performed by men, can alter the division of roles and responsibilities inside the domestic sphere and have powerful inter-generational influences on gender socialization and its outcomes.

The **social-interactional level** is where individuals live their daily lives and learn the gender norms, practices and roles of their community through interactions with 'agents' of socialization. During adolescence, these agents include the family and parents; social institutions such as schools and religious organizations; social networks such as the peer group; local media and the community/neighbourhood. For example, in schools gender socialization may occur through a student's interaction with the school curriculum, teachers and peers, all of which can either perpetuate or challenge existing gender norms.

## Box 2: Examples of factors that influence gender socialization during adolescence:

### A narrative to Figure 1 (cont.)

At the **individual level**, an adolescent's reception of information and cues about gendered behaviours from the environment, internalization of gender norms and formation of a gender identity varies based on circumstances as well as individual factors like sex, ethnicity, cognitive and motivational processes, physical and sexual maturation, personality, etc. Through gender socialization, adolescents generally internalize and self-enforce prevalent notions of masculinity and femininity. They begin seeking environments and information that reinforce their gender identity, beliefs and behaviours. Over time, boys' and girls' behaviours come to be regulated by internal standards, values and perceived consequences.

**Interaction across levels:** Figure 1 shows that gender socialization is a dynamic process. The factors that influence the process and its outcomes also influence each other, both horizontally and vertically. For example, greater exposure to global media representations (structural level) of non-traditional gender roles has introduced new ideas about men and women's expectations in interpersonal relationships (social-interactional level). However, the direction of influence can also go from bottom up, with individual deviations from norms and expectations impacting community and society to produce new norms and identities. An example of this may be migrant workers returning to their home community with newly adopted values about gender roles.

**Outcomes** of the gender socialization process include: gender-based differences at the structural level including education/workforce/socio-political participation and fertility regulation; gender-based practices such as violence and child marriage at the social-interactional level; and gender-based differences in individual attitudes, beliefs, skills, behaviours etc. Many of these outcomes are harmful and prevent the achievement of gender equality. Understanding the influences that lead to them is an important step in developing effective policies and programmes that have the ability to change them.

## HOW TO INFLUENCE GENDER NORMS AND GENDER SOCIALIZATION

### *Influencing gender socialization at the structural level*

Structural factors play a critical role in the gender socialization process as they influence core institutions and agents of socialization and shape opportunities available to different social groups. Three broad and interrelated areas of structural change that have been particularly influential in shifting gender norms, both historically and in contemporary settings, and which present opportunities for policies and programmes to enhance gender equality are outlined below.

**Economic change** has proven to be a particularly powerful driver of change, but evidence regarding its influence on gender equality is mixed (Duflo, 2012; Kabeer, 2015). Greater global connectedness and industrialization may challenge gender norms by changing incentives around women's formal paid employment, increasing the 'payoff' for formal education, and encouraging international and internal migration. This has led to changes in women's – and to a lesser extent - men's economic roles within families and communities. Exposure to different normative contexts, particularly in urban areas where norms are often less

traditional, has at times diminished the socialization role played by families and communities.

**Global media and the globalization of norms** continue to play an important role in challenging existing norms around gender and reframing them in ways that encourage greater equality. Adolescents throughout the world are exposed to information from a variety of sources, including western/ western-influenced media that portray gender roles and norms in more egalitarian ways. As a result, media itself can become a socializing agent, providing the social 'space' within which to explore and discuss alternative normative frameworks and behaviours, for both boys and girls.

**Population change** also has the potential to be a driver of gender norms primarily through two broad mechanisms: migration and reduced fertility. Migration influences the gender socialization process by reducing the influence of family and community on behaviour and exposing individuals to different normative environments. Change in reproductive behaviour, particularly greater reproductive control, enables women's lives to be less defined by household roles and more by participation in the formal labour force, continued education, etc.

## *Influencing gender socialization at the individual and social-interactive levels: Results from a rapid literature review of programme interventions*

To assess the current state of adolescent programming around gender norms, attitudes, and beliefs, a rapid literature review was conducted. The review focused on interventions aimed at changing adolescent gender attitudes at the individual level and used the following criteria to identify relevant programmes:

- 1) The intervention must have a stated intention of changing gender attitudes, beliefs, expectations, or roles;
- 2) The intervention must target young people aged 10-24; and
- 3) The evaluation of the intervention must measure change at the individual level (as opposed to more aggregate levels such as communities).

Interventions that involved ‘agents of socialization’ and those focused on the social-interactive level were also included if they measured changes in gender attitudes and beliefs at the individual level.

31 evaluated interventions from LMICs met the inclusion criteria and three broad strategies used in this type of programming were identified.

### **Strategy 1: Empowering young people through information, skills and social support.**

All of the reviewed programmes included at least some component that directly aimed to change young people’s beliefs and attitudes and focused on empowering them to challenge established gender norms, through training on gender as a concept and social construct, building skills, developing supportive social networks, and creating safe spaces within which to explore alternative gender behaviours. Approaches typically included:

- a) Group-based gender-education activities in ‘safe-spaces’ where gender socialization is questioned and alternative norms are explored;
- b) Life skills training enabling young people to effectively explore and communicate new approaches and gender attitudes, including financial and communication skills; and
- c) Sexual and reproductive health training integrating normative change, focusing on power within relationships.

### **Strategy 2: Fostering an enabling environment in which to challenge gender norms.**

Based on an understanding that adolescents, particularly girls, have relatively low levels of power in their families and communities, these approaches tried to build support for young people to explore alternatives to standard norms. Their approaches included:

- a) Working directly with spouses, parents and community members to generate support for challenges to existing normative frameworks;

- b) Community or group-based education sessions where key actors in the socialization process gather to interrogate gender norms at a broader level; and
- c) Information, education, communication (IEC) campaigns designed to raise awareness of gender issues, model different behaviour, and stimulate discussion.

### **Strategy 3: Working with men and boys to challenge norms of masculinity and femininity.**

While most programmes relating to gender norms focus predominantly on girls and young women, a number also engage boys and men. They used the following approaches:

- a) Group-based programming introducing concepts of gender norms, the role of masculinity in shaping behaviour, and the consequences of this for both men and the women in their lives;
- b) Gender-synchronized approaches that explicitly address the relational aspects of gender through working with men/boys and women/girls in a coordinated way; and
- c) Community engagement through communal events or male ‘gatekeepers’ – a similar approach to community outreach, but focused specifically on the role that boys and men can play in enabling gender equality.

The effect of these interventions on the process of gender socialization is mixed. While most resulted in significant changes in attitudes, behavioural changes were generally smaller. Longer-term effects and the influence of larger structural factors were usually not measured. Current programme efforts have been shown to change gender attitudes and influence norms, but they rarely take a holistic view and consider factors at the individual, social-interactive, and structural levels (see Figure 1). Programmes and policies need to be carefully positioned within this bigger picture and effectively coordinate interventions in ways that complement one another.

## *Recommendations for Policy and Programmes*

Reflecting on the reviewed literature, the discussion paper concludes with three overarching recommendations for aligning policy and programming efforts with ongoing structural changes in ways that amplify their potential benefits to promote more equitable gender norms. These include:

**Recommendation 1: Advocate for a legal and policy environment that complements and takes advantage of elements of structural changes,** which enable broader shifts towards gender equity and equality. For example, the growth of non-agricultural or care-based employment opportunities for women may generate social ‘space’ to institute legal minimum requirements for formal education or prohibit child marriage through creating a tangible ‘payoff’ for building the human capital of girls. Laws and policies which improve the balance between demands of work and other commitments – such as parental leave, effective and affordable access to reproductive health services, or employment protection laws – may not only facilitate

engagement in paid employment for all, but also encourage a reconsideration of traditional gender roles within households. Laws and policies must acknowledge the inherently disruptive effects of social change and seek to mitigate them where possible – for example, increases in migration must be accompanied by more effective provision of social services in sending destinations to cater for returning migrants whose needs and preferences may have changed. Care also needs to be taken to mitigate the potential increases in intimate partner violence that sometimes accompanies changes in the economic roles of women within households.

### **Recommendation 2: Structuring and designing gender transformative interventions in ways that directly relate to structural changes.**

Changes in structural factors create an opportunity for policies and programmes to fill a gap created by these changes in a way that challenges gender norms. Programmes which include components that focus on livelihoods are likely to be more successful if the skills they developed are clearly related to the needs of the 'new' economic structure. Programmes which deliver gender transformative messaging and information on sexual and reproductive health are likely to be more effective in environments where sexual and reproductive health (including control over reproduction) is increasingly seen as an important success factor due to economic and/or demographic shifts, and where other media messaging has made it possible for these issues to be safely explored.

### **Recommendation 3: Develop life course approaches that account for the biological and social changes that take place during the gender socialization process in adolescence.**

The key agents of influence in the gender socialization process vary over the life course, stage of social and biological development, and with exposure to alternative messages. As a result, effective programmes or policies need to understand and cater for these changes in ways that clearly identify key points of intervention. For example, as individuals transition between life course stages and are exposed to different influences through migration or mass media, the relative influence of family members fluctuates, making interventions focused on the family more or less effective in producing social change.

Policies and programmes that aim to influence gender socialization should be framed in positive, solution-oriented ways that emphasize the benefits of gender equality to all members of society, while clearly preparing young people for the demands of a changing society.

For details, see the discussion paper:

John, N. A., Stoebeu, K., Ritter, S., Edmeades, J., and Balvin, N. (2017). Gender Socialization during Adolescence in Low- and Middle-income Countries: Conceptualization, Influences and Outcomes. *Innocenti Discussion Paper* 2017-01, UNICEF Office of Research – Innocenti, Florence.

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## A 'contract' to protect the future

### Unfold child rights in their provision, protection and participation

1 May 2020



While the COVID-19 pandemic has been spreading around the world, the poorest and most vulnerable have been the hardest hit, especially women, children, older persons, persons with disabilities and their families. [1] Stress levels within the family have risen, domestic violence has been endured by women and children alike, students have been out of school with unequal access to distance learning, older persons have paid the highest price with alarming death toll and health care workers have been at the frontline of the response. [2]

It is clear that every household has faced unprecedented challenges related to confinement, school closures and job disruptions. As a consequence, parents and caregivers are deeply concerned for their families' wellbeing with special attention to children, the means to protect them, ensure their care, their quality education and future opportunities. As in 2008 and the following years, families are facing a similar situation. The effects of the economic collapse impacted millions of children and their families. The financial crisis turned into a global recession while governments responded with changes to a suite of social and economic policies. In an effort to cushion the impact many countries endured a period of stimulus followed by a move towards austerity. [3]

Similarly, in 2020 many countries have started stimulus plans while austerity periods are most on the most vulnerable, children's probably set to

*I know you join me in expressing solidarity with those families who have been affected by the disease, losing family members — and those facing economic hardships. Unable to buy food or medicine. Those waking up each morning filled with worry for their children's futures.*

*We must never forget the individual toll that COVID-19, and the unprecedented measures put in place to contain it, are having on children and families.*

*As a global community, we must be prepared to support countries as they re-build, recover, and put in place the systems that children and their families will need in order to achieve the sustainable future we all want to see.*

**Extracts from the statement by Henrietta Fore, Executive Director of UNICEF, at the Briefing to UNICEF Executive Board (April 14, 2020).**

*International Organizations Department of the International Federation for Family Development.*

follow. In order to respond wellbeing and their future has to be prioritized. Innovative and holistic ways to protect the youngest generations are needed to endure dire circumstances and to efficiently use available resources. Every policy should consider that children live in the context of the family and the family exists in the context of the economy. Policymakers must consider the macro and micro context for families and their children in order to make sense of the potential effects of the stimulus and austerity measures on the lives of the youngest. [4]

During the following years and the various cuts to follow, there are many good reasons to focus on the levels of spending on children. First, children are mostly in a family environment, and regardless of their opportunities, it is fair to have a holistic approach to make the most of their available opportunities. Second, because the way children are taken care of today will affect the future generations. Third, if children in vulnerable situations and susceptible to poor outcomes lose investment in critical periods of the life cycle, the long-term impact and costs will have consequences for them, their families and the communities. A preventive approach while investing in children is efficient and fair. The gaps in child outcomes closed early are gaps closed more cheaply, and gaps future policymakers and taxpayers will not have to worry about. [5]

Perhaps, the Convention on the Rights of the Child (CRC) should be a starting point for a better assessment of the policy implications on children and their families. Children's rights are defined in numerous ways, including a wide spectrum of civil, political, economic, social and cultural rights. [6] The CRC sets a basic 'contract' not only between the signatories and children, but also between adults and children. It is a model to follow in order to ensure that children have access to resources, they are protected and they are allowed to participate. The 'contract' is built upon three universal elements of the organization of

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***"The Convention on the Rights of the Child should be a starting point for a better assessment of the policy implications on children and their families."***

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childhood in any society and at any time: provision, protection and participation, usually known as the three P's. [7] As a result, it can be a useful roadmap for the design and implementation of social policies considering the austerity period ahead and the family as the first "signatory" of children rights. [8]

#### **Provision**

The CRC stresses that children should be able to possess, receive or have access "to the maximum extent of available resources". [9] through sharing and/or distribution. In this regard, this provision has

implications involving a wide variety of resource allocation such as an adequate standard of living, health care and education. These provisions have a direct impact on policy design and implementation because states and adults need to establish which kinds of resources are distributed and what are the explicit and implicit consequences of certain decisions about resources. Moreover, which kinds of resources are produced and shared and by whom, or discover if children have any resources that can be shared.

To start with, at a household level an adequate standard of living stands out as a critical layer of protection. Physical distancing and lockdown measures have isolated entire families in their houses and sometimes they are inadequate to share and live in for an extended period of time. [10] Furthermore, income collapse threatens the livelihoods of millions of households with children worldwide, precluding an increase in extreme poverty. Such income shocks at the household level, even if only temporary, can have devastating effects on children, particularly those living in poor households with limited assets. [11] For instance, as of 10 April 2020, 126 countries have expanded social protection assistance programmes to compensate households for lost income, of which 83 provide explicit support for children and their families. [12]

Health care provisions are becoming critical for children and their families. Even though infection, hospitalization and critical care rates are low on children, the broader effects of the pandemic on child health are significant. [13] For instance, poor families are forced to cut back on essential health and food expenditures, increasing the risk of contracting other diseases and infant mortality while, child health services and interventions are being directly disrupted by the pandemic. [14] Also, water, sanitation and hygiene (WASH) services are at risk, threatening children's health through water-borne diseases and given the critical role of hygiene during the pandemic. At the same time, the effects of confinement are affecting children's mental health. Many are facing anxiety and uncertainty regarding the future while, extreme deprivations and acute stress can impair their cognitive development and trigger longer term mental health challenges. [15]

In addition, the unprecedented global closure of schools has halted the education provision of more than 1.5 billion children. [16] In the long term, it is hard to measure the magnitude of losses that may accrue in learning for today's young generation, and for the development of their human capital. In order to minimize the squandering, many schools are offering distance learning to their students and parents are stepping in the education process. But not all pupils have access to new educational alternatives, especially those from low income countries, refugees, children with disabilities and girls. Plus, the quality and accessibility of distance education can hinder social inclusion in a future economic contraction due to school drop-out and low performance. [17]



## Protection

The CRC also mentions the right to protection from abuse, neglect, exploitation and discrimination. Protection stands for the right to be shielded from certain acts and practices including the right to safe places for children to play, constructive child rearing behavior, and acknowledgment of the evolving capacities of children. It is actually close to what we consider as parenting. Parents and caregivers are the first layer of protection of a child and in the framework of the COVID-19 pandemic, parenting skills are in urgent need.

Home represents security and safety for most children, but sadly for a minority it is the opposite. The most common form of violence experienced by children comes from their own parents or caregivers.

[18] They are often witnesses to domestic violence against their mothers or sisters, a situation that has increased in many countries following the COVID-19 outbreak with a spike of anxiety and stress. [19] An innovative and holistic way to support children at home can be helping their parents and caregivers to alleviate the isolation effects. For example, attacking the root of the concerns by designing a schedule, assigning chores, creative forms of exercise and games, and learning better ways to communicate among family members the challenges and solutions endured under lockdown. [20]

In this regard, lockdowns also present an opportunity for child abusers to harm children. Not only abusers at home but also online through cyberbullying or sexual exploitation due to the increased exposure to online platforms. [21] It is obvious that children are rarely in a position to fight back, but at the same time the use of new technologies has proven an effective measure to report such egregious acts. Additionally, children without parental care are especially vulnerable to exploitation and other negative coping measures. For example, the combined effect of school closures and economic distress is likely to force some children to drop out of school, to become child soldiers, and into child marriage in high-risk countries. [22]

## Participation

Participation stands for the right to do things, express oneself and have an effective voice as an individual child. If the rights to freedom are considered so vital for adults, they should be for children too. Children have the right to participate in communities with programs and services adapted to their age. With a chance to analyze the major issues affecting them now and in the future. As they examine their rights, they should explore their own responsibilities. It is true that children are members of their families and schools, but also of the specific generation into which they happen to be born. So, communities can be built on partnerships rather than on sole adult interests. This includes children's involvement in libraries and community programs, youth voice activities, and implicating children as decision-makers.

In summary, we need to get to know and understand the child generation which we are dealing with, and not to imagine that our adult-oriented knowledge of childhood reflects adequately their reality. Especially in this situation, we need to be available to them with our experiences and skills. Partnering with children will definitely help us as adults to better understand their growing world and avoid empty rhetoric. [23]

Parenting seems to be suitable again to foster children's participation. By improving communication parents and caregivers make children active participants of their concerns and endeavors. [24] For example by sharing experiences and challenges; talking in-

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***"There is an urgent need to redistribute care work within families – so that women and men share care more equally."***

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stead of just texting; paying attention to body language and facial expressions; acknowledging the positive intent behind what the other parent or child is suggesting, practicing kindness in order to show them how you would want them to treat others, discussing transitions between households and prepare your children for hand-over as best as you can. [25]

The lockdown is also a great opportunity to recognize the unpaid work at home and make children participate in the household care and chores. There is an urgent need to redistribute care work within families—so that women and men share care more equally. This is crucial in order to free the most marginalized women and girls from the unfair and unequal amount of care work they currently do. During the pandemic, important steps can be given to redistribute care work and keep children occupied and implicated. [26] For instance, tending to others, cooking, cleaning and fetching water and firewood are essential daily tasks for the wellbeing of societies, communities and the functioning of the economy. [27]

## Discussion

An interesting discussion has been set. The 'contract' between signatories and children demands a coordinated implication of governments and families to unfold child rights in their provision, protection and participation implications.

Expanded social protection programmes implemented during the pandemic should consider explicit support to children and their families. Especially these days and the ones ahead, the family unit is the first layer of social protection, and so the most effective way to ensure children resource allocation and shield them from extreme poverty.

The increased exposure of children to new technologies pose opportunities and challenges to governments and parents alike. Child protection and parent's

skill building is essential while investing in broadband access and digital public goods that support learning, alongside with regulations that ensure children's privacy and safety.

Children and youth participation in the decision-making processes is crucial to fulfil the commitment between governments and adults with their rights. Confinement has created opportunities for children to be heard and also to get involved at home, at school and in various campaigns to tackle the pandemic effects.

Looking forward, it is clear that governments have taken a wide range of actions to mitigate the effects of the pandemic and response efforts. From global to local, now and in the days ahead, best practices and interventions need to adapt and foresee possible adverse unintended effects on children to ensure their rights enjoyment and wellbeing. Although, if policies oversee the role of parents, caregivers and families, the effectiveness of those interventions will be limited. As it has been evident during the health crisis, the first layer of protection of children is hard to replace.

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## Parenting education and child well-being

### The new United Nations resolution on family-oriented policies

1 December 2019



The draft resolution was introduced by the Group of 77 and China, joined by Belarus, Uzbekistan and Turkey. [1]

The representative of the State of Palestine, speaking on behalf of the Group of 77, highlighted the spirit of cooperation and collaboration shown by all member states, which enabled the agreement on important issues addressed in the resolution.

After the resolution was approved by consensus, the representative of Finland, on behalf of the European Union, attached great importance to family related issues, noting the actions taken by the European Commission on these issues since 1980's, addressing parental leave, reconciliation of family and work life and improving the living conditions of families in vulnerable situations. Also, the United States stressed the irreplaceable primacy of parents and family they create which is the foundational institution of society.

All member states appreciated the role of the State of Qatar as a long-standing facilitator of the document and their leadership in accomplishing consensus. [2]

We reproduce in this paper the approved text [3], with some notes on the previous Report of the Secretary General supporting it [4].

The Third Committee of the United Nations General Assembly approved the draft resolution titled 'Follow-up to the twentieth anniversary of the International Year of the Family and beyond'.

The proposal was approved without a vote on November 19th, 2019.

By its terms, the Assembly encourages Governments to invest in a variety of inclusive, family-oriented policies and programmes, as important tools for, inter alia, fighting poverty, social exclusion and inequality, promoting work-family balance and gender equality and the empowerment of all women and girls and advancing social integration and intergenerational solidarity, to support the implementation of the 2030 Agenda for Sustainable Development.

*Information compiled by the  
International Organizations Department  
of the International Federation for  
Family Development.*

## UN General Assembly Resolution on the

### 'Follow-up to the twentieth anniversary of the International Year of the Family and beyond'

General Assembly,

Recalling its resolutions [...] concerning the proclamation of, preparations for and observance of the International Year of the Family and its tenth and twentieth anniversaries,

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

Recognizing *also* that the objectives of the International Year and its follow-up processes, especially those relating to family-oriented policies in the areas of poverty, work-family balance and intergenerational issues, with attention given to the rights and responsibilities of all family members, can contribute to ending poverty, ending hunger, ensuring a healthy life and promoting well-being for all at all ages, promoting lifelong learning opportunities for all, ensuring better education outcomes for children, including early childhood development and education, enabling access to employment opportunities and decent work for parents and caregivers, achieving gender equality and the empowerment of all women and girls and eliminating all forms of violence, in particular against women and girls, and supporting the overall quality of life of families, including families in vulnerable situations, so that family members can realize their full potential, as part of an integrated comprehensive approach to development,

*The agreed language of family-oriented policies is meant to unify the various references to legislation with family perspective in their design, implementation, evaluation and follow-up. Since 2013 the term has been evolving and passing through some variations such as family friendly policies, family responsive legislation.*

*Some of these terms are still used in the UN-System and refer to similar or exactly the same type of policies. For example, UNICEF has launched an initiative called "Family Friendly Policies: It is about time", while the Commission of the Status of Women has called upon the family responsive legislation in many documents. [5]*

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

Recognizing the continuing efforts of Governments, the United Nations system, regional organizations

and civil society, including academic institutions, to fulfil the objectives of the twentieth anniversary of the International Year at the national, regional and international levels,

Acknowledging that the International Year and its follow-up processes have served as catalysts for initiatives at the national and international levels, including family-oriented policies and programmes to reduce poverty and hunger and promote the well-being of all at all ages, and can boost development efforts, contribute to better outcomes for children and help break the intergenerational transfer of poverty in support of the implementation of the 2030 Agenda for Sustainable Development,

Acknowledging also that strengthening intergenerational relations, through such measures as promoting intergenerational living arrangements and encouraging extended family members to live in close proximity to each other, has been found to promote the autonomy, security and well-being of children and older persons and that initiatives to promote involved and positive parenting and to support the role of grandparents have been found to be beneficial in advancing social integration and solidarity between generations, as well as in promoting and protecting the human rights of all family members,

1. Takes note with appreciation of the report of the Secretary-General;

*After the introduction (1-4) the report elaborates on family trends as of: poverty and social protection (5-9), work family balance and unpaid work (10-14) and families and inclusive societies (15-22). The Report highlights family policies and programmes (23-24) tackling sensitive areas as: institutional frameworks (25-30), poverty, hunger and social exclusion reduction (31-45), work-family balance and empowerment of women and girls (46-57), social exclusion (58-61), parenting education (62-67), research and awareness raising (68-71).*

*It also compiles the contributions from the United Nations System such as: United Nations Children's Fund (72-76), United Nations Population Fund (77-79), Economic Commission for Latin America and the Caribbean (80-82), Department of Economic and Social Affairs (83-86); brings into consideration the United Nations Trust Fund on Family Activities (87-92) and the Civil Society activities (93-106)*

*Among the conclusions (107-114), attention is brought to family-oriented policies and programmes designed to address specific Sustainable Development Goal targets of ten have positive spill over effects on the achievement of other Goals and their targets. For example, poverty reduction strategies focusing on families contribute to reaching health and education targets, given that families have more resources to invest in children's health and education. In fact, the cross-cutting nature of family policies helps to achieve many development goals simultaneously.*

2. Encourages Governments to continue their efforts to implement the objectives of the International Year of the Family and its follow-up processes and to develop strategies and programmes aimed at strengthening national capacities to address national priorities relating to family issues and to step up their efforts, in collaboration with relevant stakeholders, to implement those objectives, in particular in the areas of fighting poverty and hunger and ensuring the well-being of all at all ages;

3. Invites Member States to invest in a variety of inclusive, family-oriented policies and programmes, which take into account the different needs and expectations of families, as important tools for, inter alia, fighting poverty, social exclusion and inequality, promoting work-family balance and gender equality and the empowerment of all women and girls and advancing social integration and intergenerational solidarity, to support the implementation of the 2030 Agenda for Sustainable Development;

4. Encourages Member States to continue to enact inclusive and responsive family-oriented policies for poverty reduction in line with the main objectives of the twentieth anniversary of the International Year, to confront family poverty and social exclusion, recognizing the multidimensional aspects of poverty, focusing on inclusive and quality education and lifelong learning for all, health and well-being for all at all ages, full and productive employment, decent work, social security, livelihoods and social cohesion, including through gender- and age-sensitive social protection systems and measures, such as child allowances for parents and pension benefits for older persons, and to ensure that the rights, capabilities and responsibilities of all family members are respected;

5. Also encourages Member States to promote work-family balance as conducive to the well-being of children, youth, persons with disabilities and older persons and the achievement of gender equality and the empowerment of all women and girls, inter alia, through improving working conditions for workers with family responsibilities, expanding flexible working arrangements, including through the use of new information and communications technologies, and providing and/or expanding leave arrangements, such as maternity leave and paternity leave, and adequate social security benefits for both women and men, taking appropriate steps to ensure that they are not discriminated against when availing themselves of such benefits and promoting men's awareness and use of such opportunities, for their children's developmental benefit and as a means of enabling women to increase their participation in the labour market;

*Family-oriented policies have some spill over effects on all members of the family unit. This year the resolution features the promotion of work-balance as conducive to the well-being of children as usual, but also to other members if the family as youth, persons with disabilities and older persons. Some countries have linked institutional frameworks to family and youth as Hungary (25); various examples of policy implementation including persons with disabilities in Serbia, Jamaica and South Africa (44, 60, 64). While, older persons have been part of holistic strategies in China, Argentina, Burkina Faso and Sudan (27, 33, 44, 58, 60, 61, 63).*

6. Further encourages Member States to take appropriate steps to provide affordable, accessible and good-quality childcare and care facilities for children and other dependants and measures promoting the equal sharing of household responsibilities between women and men, recognizing, reducing and redistributing women's and girls' disproportionate share of unpaid care and domestic work and fully engaging men and boys as agents and beneficiaries of change and as strategic partners and allies in this regard;

*This year's resolution calls upon the design of employment policies that favour women's access to labour markets should be accompanied by measures equalizing the unequal share of time spent by men on unpaid work. In particular, to lower the burden of women's unpaid work by promoting men's role as caregivers and their participation in household duties (114).*

7. Encourages Member States to invest in family-oriented policies and programmes that enhance strong intergenerational interactions, such as intergenerational living arrangements, parenting education, including for family caregivers, and support for grandparents, including grandparents who are primary caregivers, in an effort to promote inclusive urbanization, active ageing, intergenerational solidarity and social cohesion;

8. Also encourages Member States to consider providing universal and gender-sensitive social protection systems, which are key to ensuring poverty reduction, including, as appropriate, targeted cash transfers for families in vulnerable situations, as can be the case of families headed by a single parent, in particular those headed by women, and which are most effective in reducing poverty when accompanied by other measures, such as providing access to basic services, high-quality education and health-care services;

9. Further encourages Member States to provide legal identity, including birth registration, in accordance with international law, including relevant provisions of the Convention on the Rights of the Child and/or relevant provisions of the International Covenant on Civil and Political Rights, and death registration, as a means of, inter alia, promoting peaceful and inclusive societies for sustainable development;

*This year marks the 30<sup>th</sup> Anniversary of the Convention of the Rights of the Child and it is noted by adopting some language from it. In many countries, the first step into developing family-oriented policies is by providing legal identity and including birth and death registration to design, implement and evaluate better policies targeted to all members of the family.*

10. Encourages Member States to invest in parenting education as a tool to enhance children's well-being and prevent all forms of violence against children, including through promoting non-violent forms of discipline;

*Since last year, parenting education was included in the resolution and it has resonated in many countries as a preventive measure of skill building to improve child well being. It can be delivered in family and community settings and tend to be more effective when challenges faced by families are addressed at the same time. Some examples of policy implementation can be found in Belarus, Burkina Faso, Jamaica,*

Russian Federation, South Africa, The Philippines and Malta (62-67).

*IFFD has always been advocating for this preventive and cost-effective strategy to ensure child wellbeing and roots its claim in evidence-based recommendations. Recently, the Federation has been engaging with many partners across the UN-System as of UNICEF. The Fund has launched an initiative called "Re-designing the workplace: Family-friendly policies" and promotes parenting education focused on positive discipline. It recommends that governments ensure universal access to information on positive parenting and implement educational programmes to promote the adoption of non-violent child disciplinary practices. (75).*

11. Also encourages Member States to improve the collection and use of data, disaggregated by age, sex and other relevant criteria, for the formulation and evaluation of family-oriented policies and programmes to effectively respond to the challenges faced by families and harness their contribution to development;

*This provision on the resolution is ground breaking when it comes to assessing the impact of family-oriented policies. Studies that focus on cross-cutting issues, such as contributions to evidence to support monitoring and meeting the family-relevant Sustainable Development Goals or more direct evaluations of various family-orientated policies and programmes. Examples as of Azerbaijan or Portugal should be taken in consideration while targeting the family as a conduit for social change. (68-71).*

12. Encourages Governments to support the United Nations trust fund on family activities;

*The Trust Fund on Family Activities is crucial for research, awareness raising, academic networking and advisory activities. Such activities have contributed to realizing the objectives of the mandate of the Division for Inclusive Social Development relating to the promotion of understanding and awareness of family issues by governments, civil society and the private sector. However, there has been no financial contribution to the Fund in recent years and it will become necessary while facing the preparations for the thirtieth anniversary of the International Year of the Family.*

13. Encourages Member States to strengthen cooperation with all relevant stakeholders, including United Nations entities, civil society, academic institutions and the private sector, in the development and implementation of relevant family-oriented policies and programmes;

14. Encourages further collaboration between the Department of Economic and Social Affairs of the Secretariat and the United Nations entities, agencies, funds and pro-

grammes, as well as other relevant intergovernmental and non-governmental organizations active in the family field, as well as the enhancement of research efforts and awareness-raising activities relating to the objectives of the International Year and its follow-up processes;

15. Requests the focal point on the family of the Department of Economic and Social Affairs to enhance collaboration with the regional commissions, funds and programmes, recommends that the roles of focal points within the United Nations system be reaffirmed, and invites Member States to increase technical cooperation efforts, consider enhancing the role of the regional commissions on family issues and continue to provide resources for those efforts, facilitate the coordination of national and international non-governmental organizations on family issues and enhance cooperation with all relevant stakeholders to promote family issues and develop partnerships in this regard;

16. Calls upon Member States and agencies and bodies of the United Nations system, in consultation with civil society and other relevant stakeholders, to continue to provide information on their activities, including on good practices at the national, regional and international levels, including the relevant United Nations forums, in support of the objectives of the International Year and its follow-up processes, to be included in the report of the Secretary-General;

17. Requests the Secretary-General to submit a report to the General Assembly at its seventy-sixth session, through the Commission for Social Development and the Economic and Social Council, on the implementation of the objectives of the International Year and its follow-up processes by Member States and by agencies and bodies of the United Nations system and on the appropriate ways and means to observe the thirtieth anniversary of the International Year of the Family, in 2024;

*This is a great opportunity to prepare the thirtieth anniversary of the International Year of the Family and spur support from all Member States, UN-System and Civil Society. It has been proven that partnerships are always beneficial to assess better the challenges and better strategies to support families worldwide.*

18. Decides to consider the topic "Implementation of the objectives of the International Year of the Family and its follow-up processes" at its seventy-fifth session under the sub-item entitled "Social development, including questions relating to the world social situation and to youth, ageing, persons with disabilities and the family" of the item entitled "Social development".

[1] The Group of 77 is the largest intergovernmental organization of developing countries in the United Nations, and the original number of members has increased to 134 countries since it was established in 1964. More information available at: <http://www.g77.org/>.

[2] Cf. Third Committee, 51st meeting - General Assembly, 74th session, available at: <http://webtv.un.org/search/third-committee-51st-meeting-general-assembly-74th-session/6106314029001/?term=2019-11-19&sort=date>

[3] The draft resolution adopted by consensus by the General Assembly on November 19, 2019 can be found at: [undocs.org/A/C.3/74/L.13/Rev.1](https://undocs.org/A/C.3/74/L.13/Rev.1)

[4] The report of the Secretary General can be found as A/74/61-E/2019/4 and available at <https://undocs.org/A/74/61>.

[5] See <https://undocs.org/A/RES/68/136> (2013).



## Recent & Upcoming Events

### June

- June 11-12: ICFSCD 2020: 14. International Conference on Family Studies and Community Development (Copenhagen, Denmark)  
<https://waset.org/family-studies-and-community-development-conference-in-june-2020-in-copenhagen>
- June 18-19: ICFM 2020: 14. International Conference on Family and Marriage (Vienna, Austria)  
<https://waset.org/family-and-marriage-conference-in-june-2020-in-vienna>
- June 25-26: ICFSS 2020: 14. International Conference on Family, Society and Sociology (Paris, France)  
<https://waset.org/family-society-and-sociology-conference-in-june-2020-in-paris>

### July

- July 9-10: ICCFS 2020: 14. International Conference on Comparative Family Studies (Prague, Czechia)  
<https://waset.org/comparative-family-studies-conference-in-july-2020-in-prague>
- July 23-24: ICMMF 2020: 14. International Conference on Mass Media and Families (Berlin, Germany)  
<https://waset.org/mass-media-and-families-conference-in-july-2020-in-berlin>

### August

- Aug 13-14: ICFHL 2020: 14. International Conference on Family and Human Life (Venice, Italy)  
<https://waset.org/family-and-human-life-conference-in-august-2020-in-venice>
- Aug 17-18: ICFS 2020: 14. International Conference on Family and Society (Barcelona, Spain)  
<https://waset.org/family-and-society-conference-in-august-2020-in-barcelona>

### September

- Sep 17-18: ICFS 2020: 14. International Conference on Family Studies (Amsterdam, Netherlands)  
<https://waset.org/family-studies-conference-in-september-2020-in-amsterdam>



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