



[www.viennafamilycommittee.org](http://www.viennafamilycommittee.org)  
[www.10yearsIYF.org](http://www.10yearsIYF.org)  
[www.civilsocietynetworks.org](http://www.civilsocietynetworks.org)  
[www.20yearsIYF.org](http://www.20yearsIYF.org)

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

December 2015, No. 96  
Deadline for contributions: 29.02. 2016

### **Vienna NGO Committee on the Family**

DR. MICHAEL SCHWARZ  
JOSEFSTRASSE 13  
A-3100 ST. POELTEN  
AUSTRIA  
FAX: 00 43 27 42 72 222 10  
EMAIL: [CONTACT@VIENNAFAMILYCOMMITTEE.ORG](mailto:CONTACT@VIENNAFAMILYCOMMITTEE.ORG)

Dear Readers of Families International,

This issue features a presentation by Olaf Kapella, from The Austrian Institute for Family Studies - University of Vienna, on the 'Future of Family Science and Family Policy', which was made at an International Forum, organized by the Vienna NGO Committee on the Family, at the United Nations Vienna International Centre, on November 9<sup>th</sup> 2015. The presentation concentrates on trends and challenges in society and families, gaps in research, and trends and challenges for family policy, particularly in Europe.

Further included in this issue are texts from Member Organisations of the Committee as well as recent and upcoming events.

We wish to honour the memory of Dipl. Ing. Ottilie Gambriil, recently deceased, who was a former Editor of this quarterly bulletin, 'Families International' and representative of the Civil Society Organisation, Associated Country Women of the World, which is accredited with the Economic and Social Council of the United Nations. Ottilie was a highly respected, cherished and diligent member of the Board of the Vienna NGO Committee on the Family, for many years, and will be sadly missed and long remembered.

Sincerely,  
Peter Crowley Ph.D.  
Editor

**Table of Contents**

<b>FROM THE VIENNA NGO COMMITTEE ON THE FAMILY</b>	<b>3</b>
<b>FROM MEMBER ORGANISATIONS OF THE VIENNA NGO COMMITTEE ON THE FAMILY</b>	<b>15</b>
<b>RECENT AND FORTHCOMING EVENTS</b>	<b>33</b>
<b>IMPRESSUM</b>	<b>34</b>

*From the Vienna NGO Committee on the Family*



VIENNA NGO COMMITTEE ON THE FAMILY



[www.viennafamilycommittee.org](http://www.viennafamilycommittee.org)

[www.10yearsIYF.org](http://www.10yearsIYF.org)

[www.20yearsIYF.org](http://www.20yearsIYF.org)

[www.civilsocietynetworks.org](http://www.civilsocietynetworks.org)

Email: [contact@viennafamilycommittee.org](mailto:contact@viennafamilycommittee.org)

### **FULL COMMITTEE MEETING**

UNITED NATIONS  
VIENNA INTERNATIONAL CENTRE  
MONDAY November 9th, 2015

CONFERENCE ROOM VI

### **INTERNATIONAL FORUM**

**10.00-12.30**

**The Future of Family Science and Family Policy**

**Dipl. Sozpaed. Olaf Kapella**

**Austrian Institute for Family Studies - University of Vienna**

Coffee Break

11.00 – 11.30

Discussion with Presenter & Participants

11.30 – 12.30

## The Future of Family Science and Family Policy *Olaf Kapella*

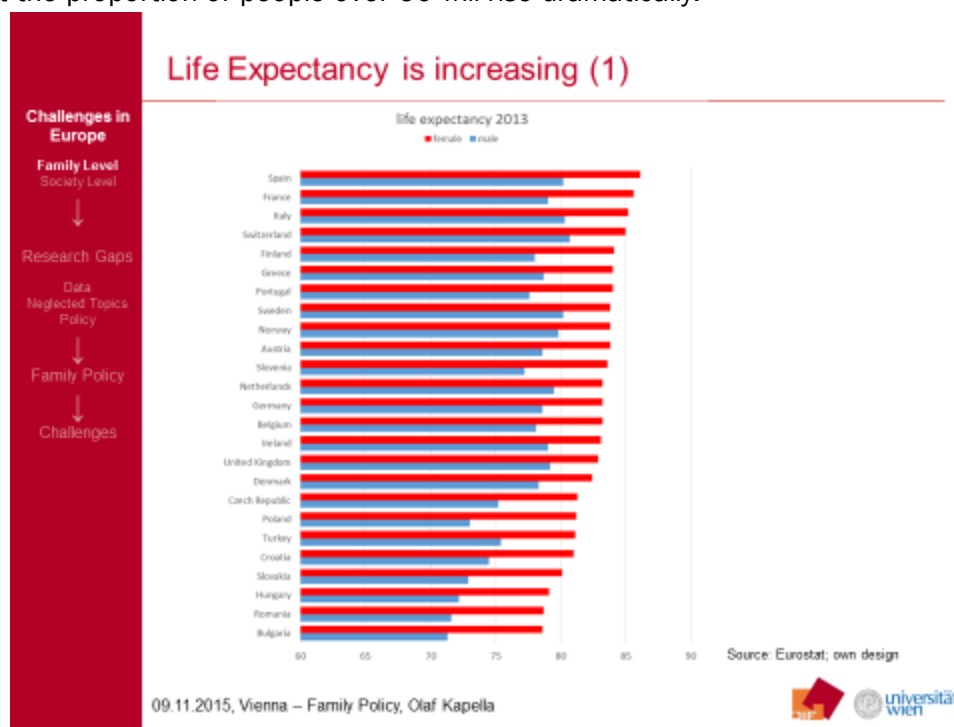
To get to questions as to, what topics family policy in the future should look like, in order to meet the needs of the variety of families in our society, the presentation is using a three folded approach: (1) Trends and challenges in society and families are presented, (2) Gaps in Research and (3) Trends and challenges for family policy in Europe are described. The presentation is focusing on Europe.

In Family Studies various research areas describe trends in the development of families and society for many years. For reaching out to, and supporting families, these trends help to understand the living conditions and the variety of families in our societies, and also help to make the specific challenges for families visible. Those challenges should be addressed in one or the other way by politics. To get a broad overview different trends and challenges will be mentioned during this presentation.

### Trends in Family<sup>1</sup>

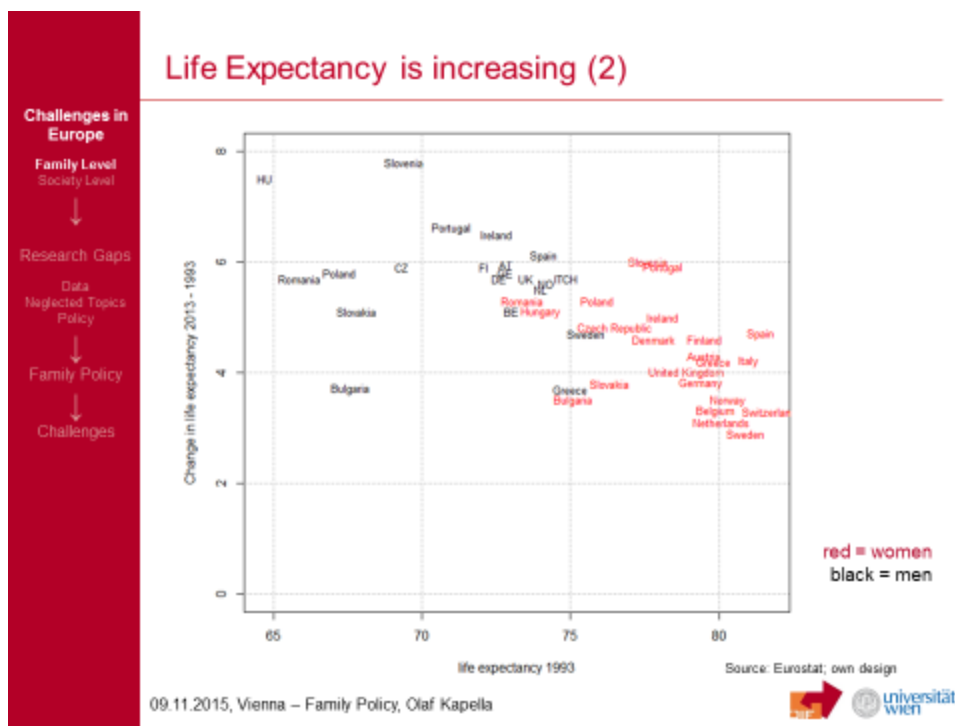
- Aging populations across Europe

Life Expectancy is increasing in all of the European countries. Due to the demographic development the proportion of people over 60 will rise dramatically.



The life expectancy is increasing for men and women, even if women started on a higher level than men. But the life expectancy is different in European countries. For example men in Slovenia have gained almost 8 years more life expectancies from 1993 to 2013. Men in Bulgaria have also gained more years in their life expectancies, but not so many years (see figure below).

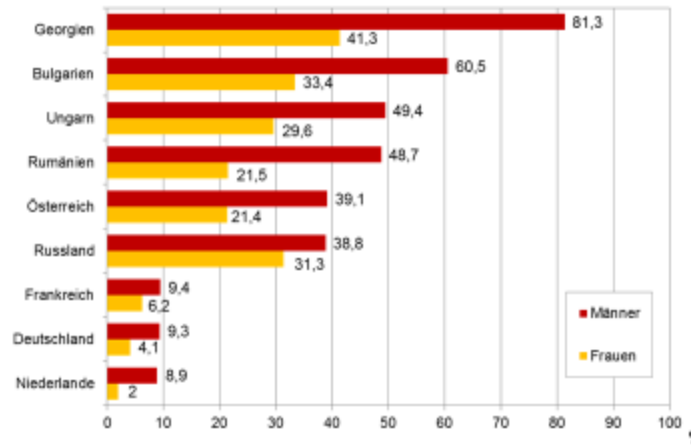
<sup>1</sup> Most of the presented results are based on the article in the FamilyPlatform ([www.familyplatform.eu](http://www.familyplatform.eu)): Olaf Kapella, Anne-Claire de Liedekerke, Julie Bergeyck (2011): Facets and Preconditions of Wellbeing of Families – Results of Future Scenarios. In: Uwe Uhlendorff, Marina Rupp, Matthias Euteneuer: Wellbeing of Families in Future Europe. Challenges for Research and Policy. Familyplatform – Families in Europe. Volume 1. PP 237-316.



- Postponement of first childbirth and first marriage, generally decreasing number of children. Decline in the number of children per women, even though fertility aspirations are still at a comparably high level
- Increasing number of out-of-wedlock births. Later marriages are also reflected in the increase in out-of-wedlock births. In the past decades being married has lost its central role as a precondition for family formation.
- Decreasing marriage rates, increasing divorce rates and increasing rates of re-marriages
- Increasing diversity of living arrangements / increase in new types of family life. Even if the “nuclear” Family, often also referred to as the “classical” family, remains the dominant type across Europe, but its numbers are constantly decreasing and other family forms are gaining importance. For example growth is recognized in lone parents, stepfamilies. But also in forms such as foster and adoptive parents, rainbow families (children leaving with same sex parents), Living Apart Together (LAT) families and families which have used new forms of reproductive medicine (e.g. egg donation, surrogacy).
- The prolonged presence of young people within the family of origin.



### 25-29-year olds living with parents



Source: GGP; own design

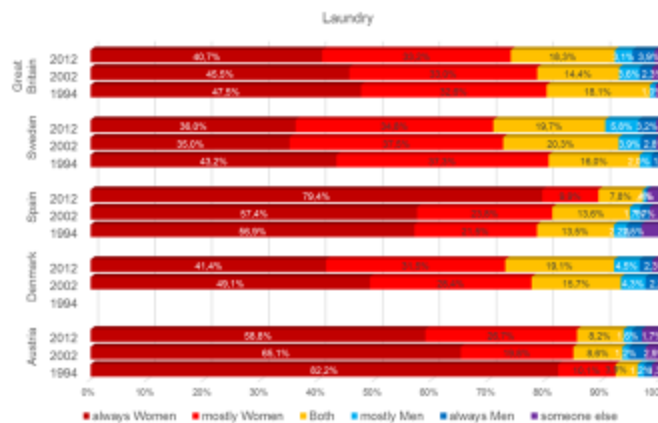
09.11.2015, Vienna – Family Policy, Olaf Kapella



- Gender division in housework and child-care. In most European countries the share of unpaid work in the household and in care work is still done by women, even if women labour participation has increased all countries. Data of the ISSP (International Social Survey Programme) shows that since 1994 the division has not changed very much, no matter in what region of Europe.



### Share of housework: Doing Laundry



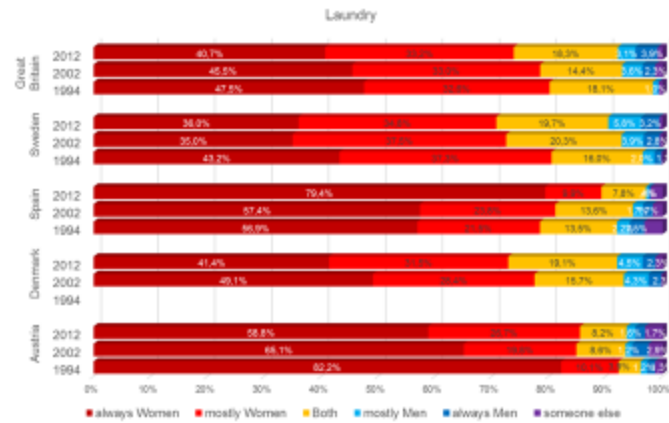
Source: ISSP, all Couples

09.11.2015, Vienna – Family Policy, Olaf Kapella





## Share of housework: Doing Laundry

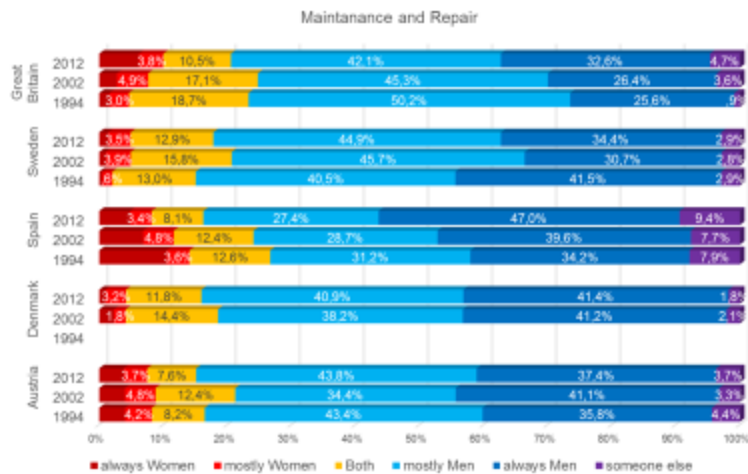


Source: ISSP, all Couples

09.11.2015, Vienna – Family Policy, Olaf Kapella



## Share of housework: Maintenance and Repair

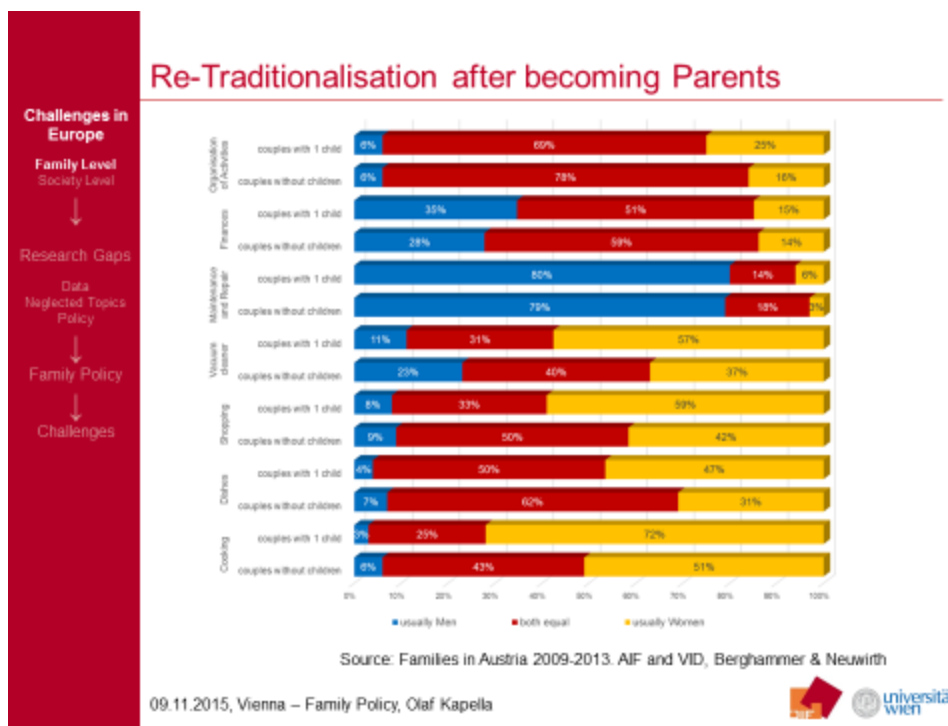


Source: ISSP, all Couples

09.11.2015, Vienna – Family Policy, Olaf Kapella



- Re-Traditionalization of Gender Roles after birth of first child. Even if couples practice a more equal share of housework, this is changed after the birth of the first child. Sociology is talking about a so called re-traditionalization of the gender roles. Meaning women take on more of house- and care work.



- The new role of grandparents. Increasing life expectancy and better health across the whole of the life course have led to the figure of the grandparent becoming more important. Grandparents are, on the one hand, becoming an important resource for their children and their children’s families (e.g. care work) and, on the other hand, grandparents are choosing more frequently to become active subjects in their own lives – deciding autonomously how to spend free time and money.
- Responsibilities and expectations of education in families and in school / kindergarten has changed. Parents are burdened (financially and skill wise) by the support they have to give to children in terms of learning and housework. On the other hand educators are complaining about the educational work they have to do and the topics they have to deal with in school (e.g. soft skills, bad or aggressive behaviour of children).

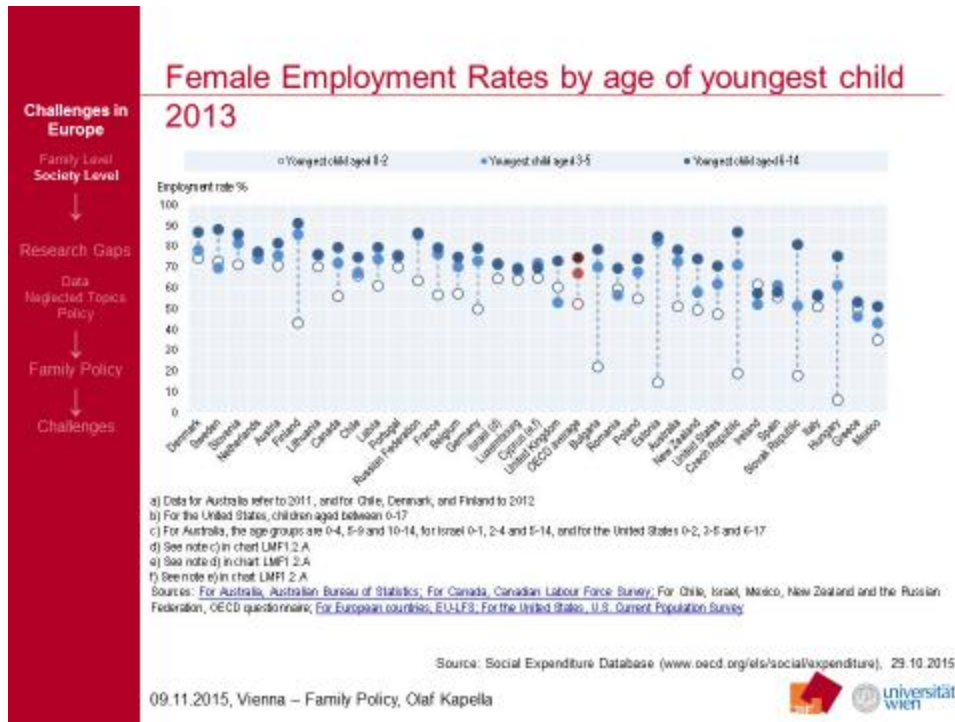
### Trends in Society<sup>2</sup>

- Growing diversity and instability of work. Employment patterns are shifting away from full-time, non-temporary employment for men and women. This is not just due to employee choice, but also to employers’ preferences and the deregulation of labour markets.
- One still existing fact is the unequal gender division of paid and unpaid work. Although women labour market participation has raised, women do most of the unpaid work in family and house-

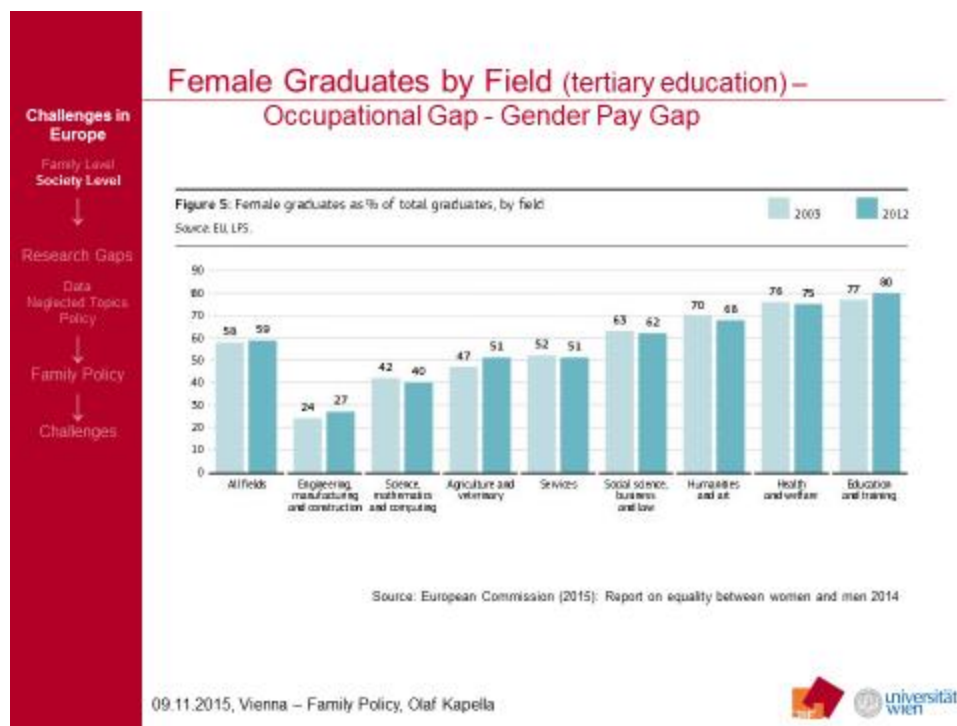
<sup>2</sup> Some of the presented results are based on the article and the research results of the FamilyPlatform ([www.familyplatform.eu](http://www.familyplatform.eu)): Olaf Kapella, Anne-Claire de Liederkerke, Julie Bergeyck (2011): Facets and Preconditions of Wellbeing of Families – Results of Future Scenarios. In: Uwe Uhlendorff, Marina Rupp, Matthias Euteneuer: Wellbeing of Families in Future Europe. Challenges for Research and Policy. Familyplatform – Families in Europe. Volume 1. PP 237-316.



hold. If women participate in the labour market it is most of the time part-time. Men hardly work part-time. Even if there is a great variety within European countries women employment rates with children under 2 years are the lowest in all countries: For example less than 10% in Hungary and over 70% in Denmark.



- Although women education has raised enormously in the past decades and women in most countries have better formal education than men, women still have less income. This is due to the fact of an still existing gender pay gap, the part-time work of women and that women do get training in less valued jobs and sectors in our societies, such as health, education and welfare.



- Mismatch between diversification of the life course and housing market developments. Europe is characterised as whole by a reduction in the rental housing stock. There is a wide variation in housing ownership status across Europe. But also the housing market developments to take not notice of the different life phases a family and it's member is going through. Families with small children and without children may need not as much space and rooms as families in the phase with adolescence children for example. Family life is a dynamic process and needs different support in different phases.
- Social care is going public. The trend towards the institutionalisation and professionalisation of care work and services for families will continue. This does not mean that social care is provided as a public service, but rather as a mixture of public and private market-based services. Social care still remains a combination of formal and informal care. In particular, the role of women in providing care for children, elders and other dependent family members is remarkable.
- More and more areas in our social life are reliant on new information and communication technology (ICT).
- Polarisation between families with very low and very high incomes. The risk of poverty increases in line with the number of dependent children in the household, but also for lone-parent and single adult households. In Mediterranean countries and in most of Central and Eastern Europe, the risk of poverty among families with two children is higher than if the family has only one child. For example, in Greece, Italy, Portugal, Spain, Latvia, Lithuania, Poland and Hungary at least a third of households with three or more children have an income below the poverty line.
- Extreme vulnerability of migrant families and their children, particularly of non-EU immigrant families in comparison with other families and EU migrant families – just even more important with the current situation of refugees and migrants in Europe. There are continued and signifi-

cant migration flows towards Europe and an increasing feminisation of migration. The vulnerability of migrant families is shown in several areas of everyday life: they work in lower paid and lower skilled jobs, they have atypical working times, are more frequently exposed to poverty and unemployment, they often have fragile family networks and consequently major problems in reconciling work and family life with young children, and they mainly live in segregated urban areas.

Also one has to have in mind, that in the 21<sup>st</sup> century, international migration processes have got more complex and new types of migration have emerged, which are discussed politically and in social science. Next to the still existing “traditional” patterns of transnational migration (immigration and emigration) where the assimilation of the individual to the society of the receiving country is almost a pre-condition, transnational mobility has led to a so-called “pendulum” migration (Fassmann 2003<sup>3</sup>). This new form of migration can occur in cyclical or irregular form. It is characterised, for example, by a daily life which depends on multiple and constant interconnections across international borders, by shared households and identities being defined by more than one nation-state (Fassmann 2003, Pries 2014<sup>4</sup>).

- Higher risk of exposure to poverty of some social groups and types of household. For example in most European countries single parent families or families with more than three children have a higher risk of poverty.

## Research Gaps in Family Studies

One central result of the Family Platform has been the narration of research gaps and topics in the field of family science<sup>5</sup>.

In terms of gaps in Data following aspects could be mentioned:

- Lack of longitudinal and cohort data. Needed: deeper insight into the development of family forms and living in families and the environment. Especially cross-national longitudinal data and life-course perspectives are very rare.
- Lack of qualitative data at European level. More insight into decision making processes regarding family transitions, attitudes towards family values and ideals.
- Aggregation level of data. Most data has national focus only → hard to compare. There is a lack of variations between social, cultural and regional background. Internationally harmonised data sets are needed.
- Concentration of the unit “household”. Often, the nuclear family model is used as reference. The variety of family and living forms is neglected. Other family forms like Living Apart Together are not discussed by concentration only on the unit household.

Following topics could be investigated more:

---

<sup>3</sup> Fassmann, Heinz (2003): Transnationale Mobilität. Konzeption und Fallbeispiel. SWS-Rundschau. Vol. 43. No 4. P.429-449.

<sup>4</sup> Pries, Ludger (2011): Transnationalisierung der sozialen Welt als Herausforderung und Chance. In: Heinrich Böll Stiftung: Transnationalismus & Migration. Dossier.

<sup>5</sup> For more information see: Marina Rupp, Loreen Beier, Anna Dechant, Christian Haag (2011): Research Agenda on Families and Family Wellbeing for Europe. In: Uwe Uhlendorff, Marina Rupp, Matthias Euteneuer: Wellbeing of Families in Future Europe. Challenges for Research and Policy. Familyplatform – Families in Europe. Volume 1. PP 317-364.

- A general perspective in Family Research should have a broader focus than the economic aspect (broader disciplinary) and consider all living and family forms in a life-course perspective, with the focus on different family transitions (e.g. transition to the first child, child leaving home). Also a better measure than the GDP (gross domestic product) could be developed to consider for example unpaid care work as well.
- Fertility – postponement and its consequences.
- Family Relations between parents and children – their negotiation and decision making processes.
- Children with specific life circumstances, e.g. institutional/foster care, parents in prison, adopted children
- The care subject and all its different dimensions: E.g. migration and transnational care, interlinks between eldercare and childcare policies, men as victims of domestic violence and comparative cross national data.
- Poverty: Dynamics of poor and rich are unexplored, focusing more on the poor also on routes in poverty.
- Migration with different aspects, e.g. impact on immigrants and on destination country/city; transnational family caring, female led migration, refugees and families (in terms of school systems, support of families, etc.).
- New media and communication technology and how media contents support or undermine family life, childhood and identities.

For research on family policy some under researched topics can be named as well:

- Studies on local family policies – not just on a state level. Local family policies do have a major impact on the daily life of families.
- Implicit family policies, e.g. employment policies versus explicit policies and its impact on families.
- Identifying belief systems and ideologies which guide policy makers and their policy ideas.

### **Family Policy and its challenges in Europe**

Family Policy vary in Europe from countries with a very explicit family policy (e.g. Germany, Austria) to countries with a no-explicit countries (like Nordic countries). Family policy exhibit huge diversity across the EU-28. In the last years there has been a trend to growing institutionalisation of designated family ministries.

In recent years, defamilialisation has been more pronounced in national family policies than re-familialisation<sup>6</sup>. De-familialisation takes place when social policy (or markets) take over welfare and care responsibilities from the household, often with the aim of higher (femal) labour market integration. Re-familialisation means that families are responsible for the welfare of its members.

---

<sup>6</sup> For more information see: Sonja Blum; Christiane Rille-Pfeiffer (2010): Major Trends of State Family Policies in Europe. Working Report Existential Field 3. Family Platform ([https://eldorado.tu-dortmund.de/bitstream/2003/27692/1/EF3\\_StateFamilyPolicies.pdf](https://eldorado.tu-dortmund.de/bitstream/2003/27692/1/EF3_StateFamilyPolicies.pdf))

Family policy can operate with different policy instruments, such as cash benefits, services and benefits in kind, tax benefits, time rights and Insurance benefits.

In family policies time rights are basically **leave policies**. There are different forms of leave policies existing in Europe. Leave Policies are one of the best investigated family policy area<sup>7</sup>.

The Leavenetwork describes following leave policies in Europe<sup>8</sup>:

- **Maternity Leave:** generally available to mothers only, a health and welfare measure, intended to protect mother and newborn child around time of birth
- **Paternity Leave:** generally available to fathers only, usually to be taken soon after the birth, intended to enable father to spend time with the family
- **Parental Leave:** Leave available equally to mothers and fathers, either as: 1) non transferable individual right; 2) individual right that can be transferred to the other parent; 3) a family right that parents can divide between themselves
- **Leave to Care for Children (or other family members) who are ill** (varies widely between countries and sometimes is identical with the parental leave regulation)

Research has shown for example that well-paid leaves are important to enable take up, especially for fathers and well-qualified women (Geyer et al 2012<sup>9</sup>). Or very long leave may lead to deterioration of career and income chances of mothers/fathers (e.g. Lalive/Zweimüller 2009<sup>10</sup>).

In Leave Policies we find a trend to (short) paternity leaves in addition to health-oriented maternity leaves and a trend to non-transferable periods for each parent within parental leaves.

Another well investigated instrument of family policy is the area of services for families, especially **child care services**. The reform of childcare services has been the most important family policy in the EU. In that field have been rich comparison between EU countries and OECD countries. In the area of child care services we do see the trend to more legal entitlements to child care and to a compulsory last pre-school year.

On the basis of the presented challenges and trends future family policy will be challenged by ...

- ... care of elderly people due to the demographic change.
- ... increasing fathers participation in house and care work, as well as mothers participation in labor force.
- ... child care for under 3 years and it's quality.
- ... reconciliation of work and family – getting the employer (economy) in the boat.
- ... new working models for men and women. Both in part-time-work?
- ... equal treatment of different living and family forms
- ... Migration and Integration with respect to mobility in Europe and refugees
- ... give families more time, especially in the so called “rush hour of life” (first child, small children, back in the working process, etc.).

---

<sup>7</sup> See [www.leavenetwork.org](http://www.leavenetwork.org)

<sup>8</sup> Source: International Review of Leave Policies and Related Research 2012 (ed. by Peter Moss)

<sup>9</sup> Johannes Geyer; Peter Hann; Katherina Wrohlich (2012): Labor supply of mothers with young children: validating a structural model using a natural experimental. DIW Berlin.

<sup>10</sup> Rafael Lalive; Josef Zweimüller (2009): How does parental leave affect fertility and return to work? Evidence from two natural experiments. The quarterly Journal of Economics. Vol. 124/3. PP 1363-1402.

- ... better housing for families in there different transitions and phases.
- ... more importance of local family policy, since daily family life is influenced directly by local family policy.
- ... bringing together different actors and local communities to support families.

In all its tasks family policy should try to ...<sup>11</sup>

- ... reach out to all types of family and living forms
- ... take all family members in account
- ... cover all disciplines of policy making
- ... use a life course approach
- ... look at dynamic developmental processes of families (e.g. different transitions)
- ... see families as agents and assets not just receivers
- ... include non-financial measurements for well-being.

---

<sup>11</sup> Described in the Family Platform as Family Mainstreaming.

**FROM MEMBER ORGANISATIONS OF THE VIENNA NGO COMMITTEE ON THE FAMILY**



We, the families attending the 19th International Family Congress in Mexico City, held as the United Nations celebrates its seventieth anniversary and the twenty-fifth anniversary of the Convention on the Rights of the Child, in continuation with the previous Congresses and the full activity of the International Federation for Family Development in sixty-six countries, as well as the representatives of the political, academic and civil society named below, agree on this

**WORLD FAMILY DECLARATION**

We acknowledge the right of men and women of full age have the right to marry and to found a family, as described by the art. 16 of the Universal Declaration of Human Rights, and we express our appreciation for the work fulfilled worldwide during the past years concerning the proclamation of, preparations for and observance of the International Year of the Family and its twentieth anniversary in 2014, as well as the different resolutions and decisions adopted on this issue by the United Nations General Assembly and other international bodies,

We emphasize that, as basic and essential building blocks of societies, families have a crucial role in

social development, bear the primary responsibility for the nurturing, protection, education and socialization of children, as well as instilling values of citizenship and belonging in the society, and are essential contributors to the new Post-2015 Development Agenda, so that one measure of success for the new Sustainable Development Goals will be its ability to strengthen and protect all families,

We welcome the mention to cohesive families for providing “inclusive and equitable quality education

at all levels” and “for all people, irrespective of sex, age, race, ethnicity, and including persons with disabilities, all migrants, indigenous peoples, children and youth, especially those in vulnerable situations” (‘Transforming Our World: The 2030 Agenda for Sustainable Development’, 25), We recall the target of “recognizing and valuing unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family” (Goal 5, 5.4),

We confirm our will to help families worldwide and to contribute to universal peace and respect of human rights through Family Enrichment Courses and other programmes, as well as our advocacy work at the United Nations and other international institutions, and are grateful the work of the thousands of volunteers who are committed to it around the world.

And we address international organizations, governments, lawmakers and civil society representatives with the following recommendations as appropriate:

1. Empower families by promoting the integration of a family perspective into policy-making at the national, regional and international levels; by removing social, political, legal and economic barriers to their active participation in society; by enabling them to assert greater control over their resources and life choices, especially including decisions on investments in health, housing and education; and by providing instruments to recognize the time, effort and money that committed families invest in their children.
2. Focus poverty alleviation strategies on the family as a unit; acknowledge that family breakdown can be both a root cause and an effect of poverty; consider its prevention as a priority and promote

the well-being of families and their individual members by addressing all their functions, including family formation, partnership, economic support, women's empowerment, reconciling work and family responsibilities, child-rearing and child development, to make sure that no one will be left behind.

3. Provide and communicate comprehensive, well-resourced and flexible parental leave entitlements, to promote skill development and learning systems throughout the life course of the family and in periods of transition, to facilitate parents' re-entering the labor market after having the desired number of children and to enhance dialogue and partnerships between social policy makers and relevant stakeholders, including families, family associations, business sector, trade unions and employers, to develop and improve family-friendly policies and practices in the workplace.

4. Develop active measures to support the psychological well-being of children and youth with sensitivity to family situations; prevent violence, addictions and juvenile delinquency; and promote school to work transitions and young adults' economic security to facilitate family formation and stability, particularly among those with insecure socio-economic resources.

5. Acknowledge and encourage the responsibility of fathers and the contribution of men to families, develop policies to address the impact of the absence of males on family well-being and promote

active fatherhood and the right to family reunification of immigrants.

6. Facilitate intergenerational care and support and promote equitable access to resources that strengthen family ties, such as family enrichment courses, positive parenting classes or mentoring programmes, and encourage volunteering of older persons in schools and offering community service requirements for high-school students, requiring young people to help older persons with their daily activities.

7. Promote the annual celebrations of the International Day of Families (15th May) as an opportunity to increase awareness of issues relating to families and knowledge of the social, economic and demographic processes affecting them; the Global Day of Parents (1st June) as an occasion to appreciate all parents in all parts of the world for their selfless commitment to children and their lifelong sacrifice towards nurturing this relationship; and the Universal Children's Day (20th November) as a day of worldwide fraternity and understanding between children and of activity devoted to promoting the ideals and the welfare of the children of the world.

8. Support data collection and research on family issues and the impact of public policy on families and invest in family-oriented policies and programme design, implementation and evaluation.

Mexico City, 18 October 2015.



International Federation for Family Development:  
Papers No.47

## Understanding ourselves and children From temperament to character (I)

1. November 2015

My first experience of milking cows took place earlier this year in northern Victoria. I was up before dawn, pulled on my PPE, my 'Personal Protective Equipment': gumboots, gloves, and a comprehensive apron. In the course of the next two hours the dairy farm owner and I milked 200 cows, 20 at a time. As the very last batch shuffled in sideways, one jersey cow was holding back. "She is always the last." I was told. "She is timid and anxious and always waits for the other cows to go first." This small cow had learned from very early on that if you are small it doesn't pay to be pushy. I had just discovered that cows have temperaments... differing consistent natural behaviours.

You may be happy to know that that's all I'm going to say about cows.

But now let me talk about cockroaches. Do you believe this? Scientists in Brussels have discovered that cockroaches too have differing temperaments. They too can be shy or bold, but social conformity trumps boldness. Even when there is a choice of dark corners, adventurous or timid cockroaches all end up crowding into the same dark corner. See how deeply ingrained is peer pressure!

Let's talk about identical twins. A friend and I were on the site of the PARED school to open in Melbourne next year: 16 acres on the south eastern edge of the city. The land had just been mowed and rolled into bales and we were jumping from bale to bale. He had his two year old twins, one in each arm. He said, "Here you take Miriam" But Miriam didn't want to be anywhere but in dad's arms. "OK take Imi, she is adventurous" and sure enough Imi was totally happy to be in the arms of a friend of her father. So, even identical twins have different temperaments. In fact identical twins one month old exhibit different behaviours, and another of identical twins told me that even in the womb, one was noticeably more active. Despite their biological identity their earliest womb

experiences, and interactions, have fostered differing temperaments.

So temperament consists of our genetic and naturally learned behaviours that are with us from infancy; character is the sumtotal of our good and bad habits; and personality is all we are: our distinctive traits of temperament, our habits, and our talents and preferences. Importantly we see from the cow and cockroach examples that temperaments have undesirable features as well as positive traits: the shy cow may save herself some bruises but her lack of assertion means that, by the time she gets milked, sometimes the feed bin is empty.

So there is an overlap. By temperament one person may be more naturally impatient than another, but by character they might overcome this natural trait with a learned habit. The art form in parenting is to train each child to take full advantage of their temperamental strengths but to overcome the liabilities of their temperament.

### Structure

My goal is two fold:

- To cast a critical eye over the 'science' of temperament, to take from it what seems useful. Understanding of temperament gives us insight into the personality of a young person but as a descriptor it is limited. It focusses primarily on innate dispositions and very early conditioning which are not good or bad in themselves. They consist of potentially good behaviours (called 'natural virtue' by Aquinas), for example a sunny disposition, that predispose to real virtue with a loving intention that is self directed; but they also consist of potentially negative behaviours such as timidity or impulsiveness.

- Utilising an anthropology that regards virtue as the building blocks of character, we will analyse

the benefits and deficiencies of an understanding based on temperament. I will make use of insights drawn from contemporary neuroscience.

- My hope is that you will walk away with enhanced understanding of the character of your child.

### **An aid to understanding the individual child**

Temperament offers a framework that helps us better understand a child's natural strengths and weaknesses.

As long as we know the limits, it is good to be an expert at recognising temperamental qualities. There are various classifications of temperament: we are all familiar with the four humors of Hippocrates. Others draw on observational psychology. One, for example, classifies 40% of infants into the easy/flexible category, 10% into active/feisty, and 15% into cautious/slow to warm. Another assesses children on a range of indicators: level of activity, adaptability to routines, responsiveness to new situations, mood, intensity of reactions, sensitivity to surrounds, adaptability, distractibility, and persistence. These categories provide a framework to understand a child's way of being, and more personally, to show understanding to the child.

A child who is introspective or passive needs active redirection, guided practice. Children prone to anxieties may need early intervention to ensure they gain the cognitive tricks to manage their misperceptions of reality.

### **An aid to understanding ourselves**

A knowledge of temperament helps us understand ourselves. It makes us aware of personal blind spots. A passive parent needs to make more effort to contribute to the decisionmaking and to spend time with children. A goal oriented 'father protector' needs to know how to listen to the counsel of his better half. A parent capable of intense immersion in activities outside the home needs to understand how that can be off putting in relationships. A goal oriented parent needs to avoid taking over, but rather to foster in children the capacity to set their own goals.

### **Temperament is a messy generalization**

Temperament in itself is not positive or negative, but it predisposes. What a parent does makes a great difference both the profile of the child's temperament, and to the manner in which it develops: temperament can be modified.

We must not lose sight of the fact that temperaments are generalisations. Generalisations can obstruct our capacity to understand the unique individual sitting at the dinner table.

Beware the one sentence, life sentence "One is happy sanguine", "She is peaceful phlegmatic". I don't like these. Our whole purpose is to understand the unique child better, we must resist the danger of failing to understand delightful nuances of individuality by squashing the child into a box. Sanguines are not necessarily more superficial than melancholies. Not all choleric are threatening to those around them. All this can be the equivalent of some generalisations about girls and boys: "Boys are better at Maths and Science". Are they? In reality the range of abilities within each gender is identical, it is the mean that differs. Statistically phlegmatics may be passive... but life is not statistics.

Birth order and other factors can complicate the modelling also. For example, first children often have more on their shoulders, hence they have a wonderful opportunity in the hands of diligent parents to develop great fortitude and care for others. Anxieties of expectations can also dominate. This sense of responsibility and these anxieties can flow across temperamental categories.

Be very aware too, that the attachment style that is established in early infancy plays a critical role in future flourishing. Early attachment experience colours adult life: autonomous individuals who relate positively, insecure individuals who devalue or idealise relationships, preoccupied individuals who are overwhelmed in attachment relationships, and individuals prone to grief. Concerning the nature of the child parent attachment is predicted by the parent's mental "model of attachment", the capacity to put oneself in another's shoes, in their infant's subjective mental state: "The caregiver's capacity to observe the infant's intentional state and internal world appears to influence the development of secure attachment".

This capacity in a parent to understand the ideas and feelings of another, to be attuned to others, could we say “to live for others”, nurtures as if automatically the reciprocal capacity in the child.

Studies now connect attention-seeking as a result of poor nurture, with a susceptibility to successive marital infidelities marked by a pathological craving for attention. Or another example: the critical role of a father’s behaviour and interaction with his son is evident in the literature describing the development of same sex attraction.

Attachment style meshes imperfectly with classical understandings of temperament.

### **Temperament is not destiny**

‘Expectations determine performance’ is an axiom in all education. If we put children in boxes that they cannot grow out of, they will conform to those boxes. ‘If we treat a man as he is, he will remain as he is’ taught Goethe. Each of your children is a different temperament, each is unique. We cannot have a four sizes fits all approach to raising children.

We need to move from thinking about ‘that’s the way my child is’ to ‘this is the young adult I hope my child will become’. For this we need an ‘adequate anthropology’ that understands that emotional responses are established early in infancy, conscious emotional responses manifest during infancy, and by childhood (approx. 7 years) conscious is becoming deliberate. Vices or virtues are starting to consolidate.

We need an anthropology that understands the cardinal virtues, and their integral role in human flourishing.

### **The limitations of temperament as an understanding of personality**

Temperament is a mix of emotional strengths and emotional liabilities. These must be trained. No temperament has the inbuilt capacity to act out of love for others. This must be taught. No temperament has the inbuilt capacity for ideals. This too

must be learned. In this way, temperament can be developed into character.

Aristotle spoke of training and education:

- Training of our emotional and conditioned responses under the guidance of a parent’s reason. In this way the dispositions of fortitude and self-control are established.

- Education in habits of self-management. Hence, our rational powers, intellect and will, are educated for self-mastery and self-giving.

He also stressed that obedience is essential. By obeying the reason of their parents in the formation of their emotional responses, later children will have the facility to obey their own reason.

Self-management empowers us to seek the truth and love wisely... the necessary ingredients of fulfillment and peace of heart. For this sincerity and generosity are crucial building blocks.

The starting point is to audit the temperamental emotional responses. Emotions are of course the fundamental motivations in our lives. Because temperament is composed of naturally conditioned emotional habits we have some capacity to transform temperament by substituting better habits. Rudolph Steiner spoke of this. While natural temperament may always colour our personality, we can modify it dramatically. Phlegmatic persons can become wonderful leaders. Of course choleric persons can learn to put people above goals. Francis de Sales reputedly had a memorable temper but you would not guess this in his calm, clear-headed writing.

At worst, putting people into temperamental boxes can be lazy amateur psychology, an insulting caricature of personality. We do better to focus on the specific temperamental strengths and weaknesses we observe in the individual child.

### **No temperament comes with a loving motivation**

We have seen that temperament is evident in animals and is forming in humans from the first months after conception. Temperament has little it can tell us about intellectual life... only that impulsivity can hijack clarity of thought. In addition to a well adjusted temperament the virtues of jus-

tice (the dispositions of the rational appetite) and of prudence (of the intellect) are vital. Closely allied are the indispensable virtues of generosity and sincerity: the capacities to give of ourselves in love, and to seek truth and reality.

We must not confuse a genuinely loving motivation with a temperamental disposition that is merely a good starting point for a self-giving love. A temperamental disposition is not a disposition to love; we can only love consciously, deliberately. At best temperament gives us a disposition to act with emotional control and empathetic emotion.

Let us not mistake a naturally affectionate disposition for a loving motivation. Every temperament needs to learn to act out of love. A child with the more goal oriented disposition by nature, that some associate with a choleric temperament, has a head start towards prudence, if an only if, that child sets goals that truly respect others. A child with a thoughtful temperament can use that temperament either to serve others or to become preoccupied with their own things. Phlegmatic features such as unflappability is more likely to maximise personal comfort if they are not raised to keep their focus on others.

Temperamental strengths are morally useless without a loving intention. Napoleon was a deep thinker and a remarkable doer, but he lacked a loving intention. The 9/11 attackers set goals, were brave, organised, and sacrificed comfort, but they lacked compassion and respect. And when a child is developing a loving motivation for his or her actions let us not pour cold water on it dismissing it as a feature of temperament with words like, "O he is a pleaser!" In fact, a loving motivation is not a feature of temperament. Astute parenting will fan these good intentions of kindness into a rich fire of love for God and others.

Only with a loving intention do dispositions of temperament become virtue. Without justice and charity, virtue is not virtue. This is the great difference between classical and Christian understanding of moral virtue. The ancients suggested virtue

should be performed for its own sake. St Augustine stressed that it is through virtues that we deliver love to others. Donald De Marco has written beautifully on this. In the car of good character, Justice is the GPS, Prudence is behind the wheel, and we are delivering a trailer of good actions for others.

We might think that before age three most children might seem practically unable to take others into account and that only after three they are laying foundations for the virtue of justice. But of course from 0-3 your example, lovingly motivated in every action, has been constantly witnessed. The quality of the nurture of a child, depends of the virtue of the parents. Your child will become an adult putting love in everything they do, if you the parent does this and gives this example. We all need virtues. As Aristotle wrote, "Happiness is the reward of virtue".

Hence a key task is for parents to educate children to act habitually with a loving motivation in every action.

### **Foster conscience. Teach right and wrong**

Aristotle insisted also on education in sound judgement: convictions about truth, conscience, and the capacity for goal setting and planning. "I know the difference between right and wrong, I am no longer a child," said Telemachus to his mother Penelope in the Odyssey. To the best of the ancients, a well formed conscience, of right and wrong, was the deciding mark of maturity of character. It is conscience that tells us to love others in all that we do.

Virtues are so useful because they emphasise character over rules, or perhaps more properly, we have to 'be good' to 'do good'. Everybody does not have to have the same strengths, but ultimately everyone has to think clearly, integrate their emotional lives into the rational lives, and be champions of love for others.

International Federation for Family Development:  
Papers No.48

**Teaching self-management and respect  
From temperament to character (II)**

1. December 2015

We have seen then that temperament refers principally to the foundations of emotional responses with which we set out on life. The task of parenting is to train those emotional responses and to educate a

young person for self-management, to build the full range of intentional habits: "Good character consists of knowing the good, desiring the good, and doing the good... habits of mind, habits of heart, and habits of action." These habits must include the capacity to love others: Jim Stenson urges, "A child has grown up when they can look after others and want to." David Isaacs reminds us of the same important principle: "Self-knowledge leads to self-mastery which leads to self-giving."

Regardless of the infinite variety of temperaments every child needs to be raised with the wherewithal

to seek the truth, embrace reality, and learn to live for others in loving relationships. While the means to inculcate good habits in children of different temperaments may vary slightly - some may need more work on self-control, others on overcoming fears, others on being less self-centred, others on goal setting - the bottomline is that we all need the full complement of the cardinal virtues if we are to run our own lives effectively and with a loving intention in everything we do.

A good character requires the full array of virtues, the habits or dispositions that help us all manage our emotional lives, always take others into account, and to think clearly and practically with attention to right and wrong.

- To manage our emotional lives... our fears and our desires, we require the virtues of fortitude and temperance.
  - o Train a child for self-control: Know when to stop! Choose what we pay

attention to. Find pleasure in what is good, true and beautiful. Be detached from material things. Manage your face: all you say and do leaves a trace. Model optimism. Find Joy in people. Give emotional example constantly.

- Train for fortitude: Manage fear of difficulties. Model optimism and trust. Routines and timetables. Work is a school of fortitude. Build a healthy hardiness. Duty before play. Clean up our own mess.
- To act always with a deep responsibility and respect towards others, we require the habit of justice in all we do, desire, and think.
  - o Educate for justice: Kindness to all. No exceptions. Foster generous and compassionate actions. Pay attention to people. Gratitude. Find joy in serving others. Speak clearly about sex and relationships.
- To set practical goals based on the deepest truths about our lives, we need prudence.
  - o Educate for sound judgement: Find time for reflection. Set priorities and goals. Listen to others. Schedule time weekly. Study right and wrong. Know thyself. Sincerity always. Be mindful of negative emotions. Build skills to divert direct emotional reactions: self talk, talk, change point of attention, conscious focus on facts, remove self from the context. Show your convictions bring you happiness. Educate for self-management in use of technology.

Through these four cardinal virtues we are empowered to seek the truth, thereby living in reality, and to love wisely.

### **Collective wisdom for training the emotional responses of children and teaching themselves management and a profound respect for others**

Here are some universal principles for fostering virtue enriched by an understanding of temperament and neuroscience.

- Unity between spouses makes parenting more likely to succeed. Put your spouse on a pedestal in your children's eyes; back up each other's decisions. Don't argue in front of kids; make up in their presence if you argue in their presence. Listen. Be the first to apologise.
- Dedication. Be dedicated. Don't leave the heavy lifting to your spouse. Put in the time. Work together.
- Talk nightly about your children. "There is nothing better in this world than that man and wife should be of one mind" writes Homer in his *Odyssey*. How true this remains. Agree on approaches.
- "Know thyself". Know own temperamental strengths. Foresee areas of clash with temperament of your child. Be honest to yourself about your own temperament and faults. Kids see through hypocrisy.
- Be positive. When you find yourself focused on negatives or responding with negative emotion, list the beautiful qualities of your child and make sure the list is longer than the negatives.
- Relationship, relationship, relationship. Build habits of heartfelt communication with your child. Don't just do things with your son or daughter: create times you talk easily. From the years of childhood, provide loving ongoing guidance in human relationships and love, at first foundational and then more and more specific. This confident talk must bring you and your child so close through adolescence.
- Know your child. Be quick to identify incipient patterns of behaviour, both positive and negative, in children, and readiness to intervene in the case of negative patterns that can lead to bad habits and, with complacency, to vices. Appreciate the debilitating effects of bad habits. "A young person's character is like wax for the growth of bad habits," observed the old Roman soldier poet Horace.
- Foster the strengths of your child's temperament. Admire these qualities, and teach them to see that these natural advantages are gifts to be used well. A child with natural persistence is 'predisposed' to develop the patience that with a loving motivation becomes the virtue of fortitude.
- Know your child's temperament but think virtues constantly. If teachers, with the benefit of a longitudinal perspective and of a knowledge of many, many children find it hard to see clearly what each child needs, how difficult it can be for a parent to raise one, three, six children, with a clarity of what needs to be done. Great diligence, reflection and prayer, and teamwork are required. Whatever the temperament of your child, and yourself, we all need virtues. "All the gold on earth or below earth are not equal in price to virtue," taught Plato. Aristotle wrote "Happiness is the reward of virtue".
- Give importance to the cardinal virtues. The cardinal virtues are not an arbitrary or random list. They are dispositions in the four powers of the soul- the intellect, and in the rational and sensible appetites- required for self-mastery and ultimately disposing us to love well. Hence they are dispositions in the act of reason, in the will, and in our well governed desire for pleasure, and in our readiness to put up with difficulties for a good reason.
- Decisive guidance in the early years in the development of fortitude and temperance is essential. Remember: expectations determine performance. As a Louisiana reform school headmistress said, "I give them lots of love and tell them that we don't tolerate that behaviour here." Don't make excuses for your child. Don't overprotect.
- Commit to meticulous parental example. "Children of drunkards cannot walk straight in mind or in body" observed Plato. A necessary consequence of this priority is that parents themselves strive to develop virtues in their own character and to eliminate bad habits. We can train ourselves to

- catch up on the good habits we missed out on. Key parental virtues include:
- Sincerity about the deepest values that underpin one's behaviours.
  - Sound judgement. Consistent and clear headed prioritizing.
  - Generosity: loving dedication to one's spouse and family, and a capacity to model solidarity and compassion for those in need.
  - Fortitude and self-control: a demandingness on oneself. We have heard the words of Saint John Paul II about his own father, "He never had to be demanding on me, he was so demanding on himself."
  - The virtues of humility, human warmth and approachability, and the capacity to show affection and understand others.
- Teach order to small children. Simple timetable, simple jobs, simple routines. Be patient but persistent in teaching them the importance of order. Keeping order is an everyday school of fortitude, and it gives our lives peace and effectiveness. Do not deprive a naturally messy child of this benefit.
  - Train the emotional responses of your child. Aristotle places fortitude and temperance as the necessary dispositions at the very heart of human desires: to seek pleasure and avoid pain according to right judgement. The lives of children, as much as that of intemperate men are governed by their desires. The governance and training of wise parents makes all the difference.
  - Lovingly expect obedience. By obeying the reason of their parents when they are small, children prepare themselves to be able to obey their own reason later. Untrained emotional responses to pleasure and difficulty hijack decisionmaking. Obedience to parents transfers to obedience to one's own reason. Parental guidance gives way to self-education and self-talk.
  - Don't indulge your kids. "All the surveys show that beyond a certain level of income, happiness doesn't increase," writes John Menadue. Teach that people are more important than things. Teach that relationships are the bedrock of happiness in life. Affection is best shown more in time, attention and understanding. Better holidays are not necessarily more expensive holidays.
  - Recognise the virtually indelible nature of first experiences and their role in maximizing learning. Habits are most easily formed in childhood: "Good habits formed in childhood make all the difference". First impressions can be virtually indelible: "We are by nature most tenacious of childish impressions...further it is the worst impressions that are most durable". Because, as Aristotle observed, "We (human beings) always like best whatever we first experience" parents do well to put great care into the early experiences of children and focus on habits built in the younger years.
  - Appreciate the role of attention. Focused attention is required for cognitive learning but it is also central to conditioning our desires. What we think about, we desire, and what we look at, we want. Where our thoughts go, our actions easily follow. Teach children to be masters of their senses. On the positive side, we can teach strategies such as visualisations and rehearsal of physical actions assist in building virtues; thought facilitates behaviour, and behaviour can facilitate intention. Positive self-talk drives away negativity.
  - Ask a lot. Establish high, lovingly communicated, expectations teaching your child to strive for behaviours that are achievable and truly enriching. Follow up with patient encouragement and accountability. Emotional reinforcement facilitates learning. "Every piece of research on effective childhood socialisation identifies two broad parameters, emotional support (affection) and limit setting," writes Prof Don Edgar former Director of the Australian Institute of the Family.
  - Provide abundant daily opportunities for critical practice. Aristotle observed, "It is easy to perform a single good action but not easy to acquire a settled habit of performing such actions". But he also wrote, "We become just by performing just actions, temperate by performing temperate

- actions, brave by performing brave actions." Give jobs. Form good habits through modelling the behaviour, consistent expectations, opportunities for repetition, correction, guided practice, reflection.
- Care for your emotional example. The 200cm<sup>2</sup> of your face not only establishes the culture and the emotional tone of your home, but as your children are tuned to your face from their earliest infancy, there they learn what gives you joy and what gives you pain: your face must teach them the true value of people and of things. St Josemaria encouraged us: "Put your temperament in your pocket when you get home... make the effort to smile." Pass on your values on your face.
  - Therefore take full responsibility for a positive home environment. Enjoy the moment. Parental emotion is "contagious". Understand the role of habitual parental affection, specific emotional reinforcement, praise, positive emotional associations, emotional engagement in moral learning.
  - Form your child's intellect. Pass on to children an understanding of rational anthropology, including an understanding of the integration of rationality and emotional life, what virtues are, how they are acquired, and the role of virtue in human flourishing. Anticipate questions and have the answers ready.
  - Teach justice. How important this virtue is... it is the foundation of love for others. Every one of our actions involves justice. A child who is not raised to think of others, to think how his actions impact on others, is incapable of love. Your example, your respect for others, and your effective communication with your child are prerequisites to teach justice and all moral learning.
  - Be so close you know what your teenager is thinking. You must be so close through adolescence that they confide in you. There is no other way to educate an adolescent. You must be closer than all the competition... that means time and affection and humility. Have ongoing conversation, give ongoing guidance about human love and relationships.
  - Manage the non-parental inputs. "Remove indecent pictures and speech from the stage and from the sight and hearing of the young," urged Aristotle. And be particularly attuned to the values of relativism and a false individualism that can seep in through consumer culture, technologies and peer group. Sit and chat with your child in front of the television. Talk around the dinner table about issues.
  - How do we teach prudence? First of all prudence is openness to reality, to truth. Teach right and wrong clearly. Prudence is conscience. Foster heartfelt convictions. Children must learn to pursue their own wise goals; not your goals for them.
  - Prudence is also in the capacity to think for oneself, to think clearly about issues. The essential challenge in teenage years is to help a young person internalize the values they have learned. Coach children to set their own worthy goals. Give them freedom when they are younger in safe contexts to make their own minds up... and then debrief. Good values must lead to a good heart, to habitually good choices, and to self-management.
  - Teach children to motivate themselves. Motivation is closely aligned to our emotional responses to experiences. What we like, what we love, we pursue. Therefore we must seek to train children when they are young to delight in family, in the actions of our faith, in service.
  - What is intrinsic motivation? The capacity to set goals and pursue them. Children need practice in this. But those goals must also be wise. For this they need a good heart towards others, a right conscience and strong convictions. David Isaacs insists that children must discover the joy of doing good for others: service to others is a vital ingredient of growing up.
  - Raise your children to do good. Put the emphasis on deeds not words. Xenophon remembers how Socrates stressed not only the importance of seeking wisdom, but the end point had to be in considered action. When he was asked what he thought was the best occupation for a man, Socrates replied, "Effective action". Invest yourself in committed actions of service to



others. Human beings cannot focus only on their own needs, virtues that dispose us to good deeds. Good intentions are not enough. Children without virtue lack the wherewithal to do good in their lives. The end point of effective parenting is that young people act well and freely from their own dearly cherished convictions.

- Teach a loving intention. Give a living example of round the clock love that never gets fed up or runs out of patience. Live for your spouse. In your own life model the habitual kindness and service that underpins true virtues. Make service to others the lynchpin of your family life and give constant example of it. Your family is the natural environment par excellence for fostering virtue. Virtues are best learned in a family, where an overriding motivation is the welfare of the other members.
- Model peace of heart. The need to overcome temperamental liabilities by constancy of character is not a new challenge. In a magnificent essay we know as "On the avoidance of anger" Plutarch wrote, "a magnificent house, massive wealth, a splendid genealogy, and high office, eloquence and fluency, are all incapable of giving life the degree of fair and

calmweather that is afforded by a mind which is untainted by bad actions and intentions and which bases life on a character that is calm and clear".

- Keep fixing yourself. Strategies parents may employ to change their own behaviours may include:
  - o Humility. The necessity of sincere acknowledgement of mistakes.
  - o Contrition for our mistakes – genuine sorrow and shame act subliminally as disincentives for the repetition of negative behaviours.
  - o Realistic goal setting puts changes in train (eg. Structured anger management programs, monitored action plans on paper).
  - o Acceptance of the support of others, including one's spouse, in order to change one's behaviour.
  - o Constant practice of the new behaviours. Appreciation of way we can teach ourselves to overlay old habits with new preferred behaviours: eating the right foods, being the first to get up and smiling when tired.
  - o Deeper and deeper dependence on the assistance of grace.

## International Christian Family Movements (ICCFM)

The proactive support of the current presidency of ICCFM for the term 2013-2016 to local CFM groups has continued. As we have reported earlier, following the Conference of Family Movements, Groups and Associations in Rome (22-24th January) to support the Synod of Bishops, the international president couple accompanied by the European president couple have visited CFMers in Croatia (26-29th January), Hungary (29th January to 1st February) and the Czech Republic (1st to 4th February).

During August and September the visits have continued. Between 26th-30th August Jorge and Rosalinda Carillo (ICCFM World president couple) and Robert and Maria Carmen Kimball (ICCFM European President Couple) paid a visit to Sweden, to present ICCFM as well as to promote and disseminate the work of the Christian Family Movements. They met different groups of married people, made presentation among others about the project Evangelical Solidarity and met also the Bishop of Stockholm. CFM Sweden is to a large extent based on Latin American immigrant families. The national presidents in Sweden are Ana María Silva and Sergio Trincado, originally coming from Chile. On 29th August, the feast day of Saint Bridget, patron saint of the Catholic Church in Sweden, the Fair of Family Movements, Groups and Associations was organised. At this occasion different faith formation materials offered by the ICCFM and a brochure were presented in order to support local family associations.

Between 10th-17th September Jorge and Rosalinda Carillo (ICCFM World president couple) accompanied by Cinthya and Edgar Montalvo (members of the ICCFM secretariat) paid a visit to Malawi, Africa. The objective was to present ICCFM, as well as to promote and disseminate the work of the Christian Family Movements. They met several leaders of the Malawi Catholic Church, among them Archbishop of Lilongwe, Monsignor Tarsizio Ziyaye, Archbishop of Blantyre, President of the Malawi Conference of Catholic Bishops, Mons. Thomas Msusa President of the Laity, Family and Life Commission of the Malawi Conference of Catholic Bishops, Mons. Peter Martin Musikwa.

The visitors were also welcomed by Andrew and Barnadette Simango, Continental African President Couple and Elijah and Patricia Doza Lazaro, National CFM President Couple in Malawi. CFM Malawi has a membership of about 5000. The ICCFM President couple presented ICCFM as a family movement within the Catholic Church, based on the Bible and Church teachings. Similar to other missionary trips of the ICCFM presidency, CFM formation materials to different target groups and the project Evangelical Solidarity were presented and offered in support to local CFMers. A further goal of the ICCFM visit to Africa was to establish a presence for the Christian Family Movement in 11 countries of East Africa through the "Evangelical Solidarity" project of the Saint Joseph Mission.

ICCFM is preparing for the XIII World Assembly for Families of ICCFM, 15 to 17 of July of 2016 in San Antonio, Texas, USA, with the Slogan: "Christian Families: Interpreting the Signs of the Times, Responding with Love and hope". This Assembly held every third year is open to all the families within the International Confederation. The XIII Mundial Assembly is also a celebration of 50 years of ICCFM.

On the following day, the 18th July 2016 the XVII General Assembly of ICCFM will take place.

ICCFM being a catholic family organisation, we think it is also important to report about the results of the XIV. ordinary Synod of Catholic Bishops about the families, that was concluded by Pope Francis on 25th October in Saint Peter's Cathedral in Rome. According to Msgr Péter Erdő, Relator general of the Synod, the bishops, as successors of the apostles under the leadership of Saint Peter's successor, were seeking for answers to questions of modern times. This Synod was not Europe centric any more, and without changing the Holy Catholic Church, new emphases were formed, turning the teaching of the II. Vatican Council into living reality. It is important to emphasise, that eternal laws cannot and of course have not been changed by the Synod, but as God is not only righteous but also merciful, the love and mercy of God have received increased emphasis.

Families and communities of families have an important role in communicating the faith, in the mission to the non-believers, but also in the solution to several other problems, therefore they have to be built upon! Families, family movements were also strongly involved in the preparation of the synod, through questionnaires distributed in the local dioceses and through the conference of Family Movements, Groups and Associations in Rome on 22-24th January, where ICCFM was also represented.

The final document of the Synod emphasises the importance of local communities of families and of spiritual movements. On-going support to engaged and married couples, not only before but also after their wedding should strengthen the ideal of matrimony and the family. The synod emphasises that civil divorce should not be a reason for exclusion and divorced people should also be able to find their place in the local communities and in the church. Divorce, according to church law, however, is still not possible, but voiding the sacramental marriage under certain circumstances should become less bureaucratic, and the individual background and circumstances of the persons affected must be observed.

Concerning homosexual unions the Synod confirmed the Church teaching, namely that there is no ground for considering homosexual unions to be in any way similar or even remotely analogous to God's plan for marriage and family. Nevertheless, men and women with a homosexual tendency ought to be received with respect and sensitivity, and every sign of unjust discrimination in their regard should be avoided!

Finally I'd like to quote here some thoughts from Budapest Demographic Forum.

Premier Minister Orbán said in his opening speech, communities should be sustainable without using external sources, and even though Europe was "the most ageing continent", families do not get sufficient focus in European policies because that subject is "not pc". We want to restore families to the focus of European politics," Orbán said, and warned that "Europe's civilisation and culture are at stake". Disputes around gender and gay marriages, for example are "nice" and "important" but of secondary importance, he said, insisting that they would not contribute to resolving Europe's economic or social problems. Children are a blessing for the family and society, Orbán said, arguing that "there is no future without children and no security for the elderly".

A message from Pope Francis was conveyed by Archbishop Vincenzo Paglia, President of the Holy See's Pontifical Council for the Family. He said the Pope urged participants to think about how families can be supported, especially as regards the challenges faced by young people when they want to start a family or are already raising children. Although family is very important in life and is in the centre of human development, it is in decline in Europe and currently this is the biggest problem, Paglia said, conveying the Pope's message.

Best regards,  
Dr. Csaba Horváth and Gréta Horváth  
ICCFM (International Christian Family Movements)  
delegates to the Vienna NGO Committee on the Family

## **International Council of Women - Statement**

### **THE INTERNATIONAL DAY OF THE GIRL CHILD OCTOBER 11 2015**

#### **Theme: The Power of the Adolescent Girl: Vision for 2030.**

In endorsing this powerful theme marking the International Day of the Girl Child Day, the International Council of Women applauds the advances that have been made to improve the status of the Girl Child and to recognise her rights, such as her worth as a human being: to be treated with dignity and respect free from harmful practices which girls may be subjected to: to have the right to such necessities as food, shelter, holistic health care and, very importantly, to an education.

With 2015 marking, the 20th Anniversary of the Beijing Platform for Action which supports the Convention on the Rights of the Child first ratified 25 years ago, the International Council urges all Governments to ensure they honour both the the Platform for Action and the important Convention by seeing they have good active policies in place that do not discriminate against girls

2015 also sees the completion of the Millennium Goals (MDGs) which has done much to improve the status and general well-being of girls though not all targets were met. With the advent of the Sustainable Development Goals, girls born during the 15 years of the MDGs reach adolescence. Thus investment in the power of adolescent girls, who are our future, is all important for breaking the cycle of poverty, violence, and discrimination in general thus leading to their full empowerment.

The International Council of Women in advocating for the rights of the Girl Child supports the work of its affiliated Councils many of which are focusing on ending early forced marriage, defined as a form of slavery.

Several countries, England, Wales and Scotland (Great Britain), have put legislation on the statute on forced marriage in the past few months. In Wales, the first person has been successfully convicted, in June 2015 under the Anti-social Behaviour, Crime and Policing Act 2014, which came into force in June 2014.

There are cases in countries without specific legislation such as South Africa which has convicted a man for a forced "marriage" in March 2015. (He was 28-years-old, she was 14-years-old at the time of the forced "marriage")

In Zimbabwe two child brides took the government to court in March 2015 to get forced marriages ruled illegal and unconstitutional. And, in Australia, an Australian man who consented to an Islamic "marriage" between his 12-year-old daughter and a man more than twice her age, has been jailed for six years. (March 2015)

Forced marriages of girls are known to cause poor health outcomes for both the mother and her children, and contribute to the dissemination of HIV since teenage girls are often forced to marry much older men. Also young girls in forced marriages often don't continue their education.

It is heartening that progress is being made against this form of slavery, although it is slower than one might want.

In working to achieve the SDGs, the International Council of Women will continue advocating for the rights of the Girl Child, all girls, that they may fulfil their potential as future leaders They are the Vision for 2030.



## MMM'S ACTIVITIES TO PROMOTE MOTHERS' RIGHTS

### Campaign on maternity leave directive at the EU

Make Mothers Matter launched a campaign in April 2015 to put pressure on national governments with the aim of reopening negotiations on the maternity leave directive. As the proposal was blocked in the EU Council since 2008, in June 2014 the European Commission announced it would be withdrawn if negotiations did not resume.

We asked our member organizations and other concerned NGOs to contact their National Governments who oppose the revision of the maternity leave directive, which included the extension from 14 to 18 weeks.

MMM also sent a joint [letter](#) with the European Women's Lobby and other major European social NGOs to the Vice President of the European Commission, Frans Timmermans, asking to maintain the directive on the EU agenda. This letter was followed by joined efforts to promote the [petition](#) to save the directive and encourage others to sign it through social media.



In May, MMM brought a group of expecting mothers and mothers with their babies to the European Parliament to attend the meeting

of the Committee on Women's Rights and Gender Equality where a resolution was adopted asking the Commission to present alternatives.

Unfortunately, the European Commission finally decided in July 2015 to withdraw this proposal on maternity leave. However, thanks to the intensive campaign of civil society where MMM took an active part, the European Commission committed to present a new initiative with a larger scope in 2016.

As a result, the Commission released a [new roadmap](#) (first step before legislating) aiming at allowing parents or workers with dependent family members to better balance care work and work responsibilities by modernizing the existing legislative framework to better answer to the needs of families. In November 2015 the EU legislator also launched a public consultation on the contents of this new initiative.



Make Mothers Matter advocates for the inclusion of the **"right to request flexible working"**, i.e., the right for workers to request flexibility in their working conditions (teleworking, condensed hours etc). The employer is obliged to duly consider the request and any rejection has to be motivated by reasons specifically listed in the law. This initiative, adopted in 2003 in the UK for parents of children under 17 or those caring for an adult, was extended in 2014 to all employees, due to its success.

For more information visit [www.gov.uk/flexible-working](http://www.gov.uk/flexible-working).

Currently, flexible working time schedules are rather widespread in northern and western Europe and very limited in the East and South. According to the latest report on psychosocial risks in Europe

from the two EU agencies on working conditions, OSHA and Eurofound, 25% of workers experience work-related stress and a similar proportion reports that work negatively affects their health.

## Presentation of first State of the World's Fathers report at EU level



The first ever State of the World's Fathers (SOWF) report has been presented at the European Parliament under the framework of the

global MenCare fatherhood campaign at a roundtable discussion organised by the Socialist Group and Make Mothers Matter. This report is a landmark analysis of fatherhood that draws evidence from hundreds of studies covering all countries in the world with available data.

The SOWF report is intended to provide a periodic, data-driven snapshot of the state of men's contributions to parenting and care giving worldwide by addressing four issues related to fatherhood: unpaid care work in the home; maternal, newborn, and child health and sexual and reproductive health and rights; men's care giving and violence against children and women; and child development.

### Some of the key findings of the SOWF report:

1. Fathers with close connections to their children **live longer, have fewer health problems, are more productive and generally happier.**
2. Moreover, fathers matter deeply to the development of their children and targeting them is **key in achieving gender equality.**
3. More information about the benefits of fatherhood for men, women and children – specifically, research on what children need to thrive – is **urgently needed** and could prove instrumental in guiding effective policy changes.

Download the full SOWF report here: <http://sowf.men-care.org/>

## Launch of MMM Belgium

In May 2015, MMM Belgium was created to represent mothers at the political level and to support them, for instance, by organizing workshops to exchange best practices in education. Regarding advocacy work, MMM Belgium plans to participate in the revision of the pension system currently being discussed in Belgium. In addition, MMM Belgium contributed to the dissemination of the results of a European research project which studied the impact of obesity during pregnancy on children. Laurence vanden Abeele, President of MMM Belgium, was interviewed to explain the results:

<http://www.acteursdesante.fr/expert-sante.asp?t=analyser-l-impact-de-l-obesite-maternelle&v=1016>

For more information, please visit: [www.mmm-belgium.org](http://www.mmm-belgium.org)

## MMM at UN Geneva: MMM contributes to drafting of General Comment on Article 7 of the International Covenant on Economic, Social and Cultural Rights

MMM participated in the consultation which was held in June 2015 at the UN in Geneva for the drafting of the General Comment on Article 7 of this Convention that recognizes "*the right of everyone to the enjoyment of just and favourable conditions of work*".

MMM brought up the issue of unpaid family care work that was only briefly mentioned in the draft comment and proposed concrete recommendations. MMM also drew the attention of the Committee on a resolution which was adopted by the International Conference of Labour Statisticians in October 2013 that changes the notion of "work" to include unpaid family care work.

## MMM Statement for 1st Session of UN Working Group on transnational corporations and other business enterprises with respect to human rights

MMM submitted a written statement for the 1st session in June 2015 of this open-ended intergovernmental working group, which was formed to work on an international legally binding instrument to regulate, in international human rights law, the activities of transnational corporations and other business enterprises.

The MMM statement calls for such an instrument to include provisions that relate to gender equality, the recognition of unpaid family care work, as well as work and family life reconciliation: *“It is essential that businesses respect international labour standards in each country of operation so that all employees can enjoy “decent work” that leaves enough time and energy for care obligations, while providing adequate living wages that can sustain families, as well as equal pay for equal job”.*

See MMM statement at:

<http://makemothersmatter.org/en/un/onu-geneve/550-2015-07-mmm-statement-for-the-first-session-of-the-intergovernmental-working-group-on-transnational-corporations-and-other-business-enterprises-with-respect-to-human-rights-in-geneva>

## MMM highlights motherhood penalty at NGO Forum in Geneva

MMM participated in the 7th NGO Forum on the Economic Social and Cultural Rights of Women, which was organized in September 2015 by OCAPROCE. MMM brought up the issue of the “motherhood penalty” in the labour market, i.e., the discriminations that mothers face in hiring, wages and promotion, not only compared to men, but also compared to women without children. These discriminations take their roots in unpaid family care work, and result in a stagnation of

women's labour force participation, as well as a significant gap in life long earning, which is reflected in large pension gaps, especially for mothers of 3 or more children.

See MMM presentation at:

<http://www.makemothersmatter.org/en/un/onu-geneve/565-2015-09-7th-ngo-forum-on-economic-social-and-cultural-rights-of-women-mmm-highlights-motherhood-penalty-for-women-economic-empowerment>

## MMM Statement at 30th Session of Human Rights Council

MMM submitted a written Statement at the presentation of the annual report of the Special Rapporteur on water and sanitation. This statement highlights the major time and health burden that women (often mothers with their children) face when their right to safe drinking water and sanitation is not satisfied: carrying water is unpaid care work, mostly performed by women, that has to compensate for the lack of public water infrastructure and services, and that prevents them from engaging in income generating activities. Thus, not only the right to water and sanitation is a basic human right, but it is also key to women's rights and women's empowerment.

See MMM Statement at:

[http://makemothersmatter.org/ficdoc/UN\\_Geneva/2015-09\\_HRC30\\_MMM\\_Statement\\_water\\_unpaid\\_work.pdf](http://makemothersmatter.org/ficdoc/UN_Geneva/2015-09_HRC30_MMM_Statement_water_unpaid_work.pdf)

## MMM at Universal Periodic Review of Lebanon

MMM contributed to the Universal Periodic Review of Lebanon, which took place in October 2015, calling on Lebanon to remove all legal discriminations against women, notably the provisions that prevent mothers to give their nationality to their children, a clear violation of women's rights.

See MMM UPR submission on Lebanon at:

[http://makemothersmatter.org/ficdoc/UN\\_Geneva/  
2015-03\\_UPR\\_Lebannon - MMM\\_submission .pdf](http://makemothersmatter.org/ficdoc/UN_Geneva/2015-03_UPR_Lebannon_-_MMM_submission_.pdf)

Bichelmeier, MMM Representative to the United Nations in Geneva, with assistance from Irina Pálffy-Daun-Seiler, MMM Representative to the United Nations in Vienna

Compiled by Olalla Michelena, Secretary General of the European Delegation of MMM, and Valérie



### Recent and Forthcoming events

#### 2016

##### January 2016

- 25-28: Annual San Diego International Conference on Child and Family Maltreatment (San Diego, California USA) <http://www.sandiegoconference.org/>

##### February 2016

- 4-5: Europe Conference 2016 – Advising the International Family in Europe (Monaco) <http://www.step.org/events/europe-conference-2016-advising-international-family-europe>
- 4-6: Family Engagement Conference (Georgia, Athens USA) <https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Conference.aspx>
- 10: The troubled families conference (London, UK) <http://www.troubledfamiliesconference.com/>
- 21-26: Family Education Conference (Siófok, Hungary) <https://www.shareeducation.org/component/registrationpro/event/27/Family-Education-Conference-2016---Hungary?Itemid=110>
- 

##### April 2016

- 4-5: Europe Conference 2016 – Advising the International Family in the new Africa (Waterfront, Cape Town) <http://www.step.org/sa2016>
- 7-10: 38th Annual Family Conference (Orlando, Florida, USA) - <https://www.ntsad.org/index.php/event-listings/family-conference/2016-family-conference>

##### May 2016

- 16-18: World Congress on Families X () – (Tbilisi, Georgia) [http://worldcongress.org/files/1914/4803/1950/WCF10\\_Flyer.pdf](http://worldcongress.org/files/1914/4803/1950/WCF10_Flyer.pdf)

##### July 2016

- 6-8: AIFS Conference – The Australian Institute of Family Studies (Melbourne, Australia) <http://www.aifscconference2016.com/>
- 20-23 : International Family Conference (Orlando, Florida, USA)

## **Impressum**

### **Projects of the Vienna NGO Committee on the Family are supported by:**

- ❖ Arbeitsgemeinschaft der Bäuerinnen in Niederösterreich
- ❖ Austrian Federal Government
- ❖ Bank Austria
- ❖ Berndorf Gruppe
- ❖ Creditanstalt Bankverein
- ❖ E.F.T. Transportagentur GmbH
- ❖ European Commission
- ❖ Government of Germany
- ❖ Government of Liechtenstein
- ❖ Government of Luxembourg
- ❖ Government of Spain, Catalonia and the Balearic Islands
- ❖ INGOs
- ❖ Niederösterreichische Landesregierung
- ❖ Niederösterreichische Versicherungs AG
- ❖ OMV
- ❖ Rotary International
- ❖ Shell Austria AG
- ❖ Schoeller-Bleckmann Oilfield Equipment AG
- ❖ Siemens
- ❖ United Nations Trust Fund on Family Activities

'Families International' is published by:

#### **Vienna NGO Committee on the Family:**

Office of the Chairperson:

DR. MICHAEL SCHWARZ

JOSEFSTRASSE 13

A-3100 ST. POELTEN

AUSTRIA

EMAIL: CONTACT@VIENNAFAMILYCOMMITTEE.ORG

Web: <http://www.viennafamilycommittee.org>

Editorial Committee:

Peter Crowley, Michael Schwarz

Executive Editor: Peter Crowley

Layout: Magdalena Schwarz