Families, Education and Well-Being

DPI/NGO BRIEFING IN PARTNERSHIP WITH DSPD/DESA
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United Nations Headquarters

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Parental education and family well-being
The revolution of Family Enrichment

https://www.youtube.com/watch?v=ulXe-SVbSxU
PROCESS OF PROMOTING AND SUPPORTING
- PHYSICAL
- EMOTIONAL
- SOCIAL
- FINANCIAL
- INTELLECTUAL

DEVELOPMENT OF A CHILD
FROM INFANCY TO ADULTHOOD

LOTS OF SKILLS & PATIENCE
CONSTANT WORK & GROWTH

PARENTS HAVE A UNIQUE ROLE
THEY CAN’T BE REPLACED
Before universal & compulsory education, parents and the rest of the family were expected to assume full responsibility for the upbringing of children.
Most men & women aspire to be great parents but some circumstances make this more challenging. The shift in gender roles has been asymmetric. Present + external influences - less time to educate. Work and family lives are increasingly influencing each other.
Parent education is popular but could be more effective.

Suppliers include:
- Other parents
- Teachers
- Counselors
- Psychiatrists,
- Ministers
- Nurses & doctors
- Social workers
- Other professionals

Prevention reaches more parents & is more effective than merely reactive actions.
THE ‘MARKETING’ SHOULD BE MORE EFFECTIVE, NOT TO LIMIT PROGRAMS TO THOSE WHO NEED THEM LESS

Effects

WHEN IT WORKS, PARENTS DEVELOP A SENSE OF BEING CAPABLE

OTHER PROVEN IMPACTS:
+ SKILLS
+ GENDER EQUALITY
- STRESS
- UNWANTED BEHAVIORS
- MALTREATMENT
- DIVORCE
- AT-RISK CHILDREN
Schools are the obvious places where to find parents with the same needs.

Teachers should be the first ones to want parents get this help in their task.

But relations between home and school leave much to be desired in most countries.

Parents can interact among them & with teachers.
DIFFERENT COUNTRIES MEAN DIFFERENT POLICY SYSTEMS REGARDING FAMILY & PARENTS

THE SOLUTION IS NEVER TO REPLACE FAMILIES’ SOCIAL FUNCTIONS, BUT TO EMPOWER PARENTS TO CARRY THEM OUT IN THEIR OWN RIGHT

Legislation

CORE POLICIES OFTEN INCLUDE:
- FAMILY LEAVE
- WORKING TIME REGULATION
- EARLY CHILLOD CARE

BUT THERE ARE NO ALL-IN-ONE SOLUTIONS, EVERY COUNTRY IS DIFFERENT
Conclusions

FAMILIES NEED SUPPORT TO:
- GET THE SKILLS THEY NEED
- CREATE A HEALTHY FAMILY
- OVERCOME NEGATIVE BACKGROUND

SCHOOLS ARE MORE EFFECTIVE WHEN PARENTS ARE ACTIVELY ENGAGED IN EDUCATION

COMMUNICATION
MOTIVATION
COPING

PARENTS NEED TO BE MADE AWARE OF HOW THEY INFLUENCE DEVELOPMENT
Recommendations

- PROVIDE LEGISLATIVE SUPPORT
- PRIORITIZE FAMILY-FRIENDLY POLICIES
- MAKE IT PART OF EVERY CHILD’S EDUCATION
- ENCOMPASS STRESSORS LINKED TO CHILD MALTREATMENT

FUNDING IN LEGISLATION FOR
- EDUCATION
- JUVENILE JUSTICE
- PROTECTIVE SERVICES

RESOURCES FOR PARENTS THROUGH:
- SCHOOLS
- CHURCHES
- OTHER INSTITUTIONS
The Case Study Method, an example from IFFD

https://www.youtube.com/watch?v=zCwBJLlo5e8
More information

www.iffd.org
www.familyperspective.org