



Permanent Mission of the State of Qatar
to the United Nations



Leaving no one behind

Promoting child inclusion through quality education for all

#IFFDBriefing

Wednesday 8 February 2017 - Conference Room 7 - 1:15-2:30 p.m.

United Nations Headquarters - New York

familyperspective.org/briefing



**55TH COMMISSION for
SOCIAL DEVELOPMENT**

Programme

Opening Remarks

H. E. Alya Ahmed Saif Al-Thani

Permanent Representative of the State of Qatar to the United Nations

Mario Armella

World President of the International Federation for Family Development

Presentations

National Strategy for Childhood and Motherhood in Egypt

Dr. Maissa Shawky

Deputy Minister of Health and Population of Egypt

An European Union Agenda for the Rights of the Child

Ms. Kinga Joó

Member of the European Economic and Social Committee

Veneto Region's Experiences in Child Policies

H. E. Roberto Ciambetti

President of the Consiglio Regionale del Veneto (Italy)

IFFD 2017 Family Award Ceremony

For persons and entities devoted to the promotion of family values

Ms. Donna Butts

Executive Director of Generations United

National Population and Family Development Board

Ministry of Women, Family and Community Development of Malaysia

The Award will be accepted by Dato Maryam Mas Jacob Thomas, Chairman of the Board

Closing Remarks

Family-friendly Policies and Social Integration

H. E. Michael Farrugia

Minister of Family and Social Solidarity of Malta



Light Lunch will be served

More information and registration

www.familyperspective.org/briefing

Background Note

The world is still falling short in its promise and commitment to ensure the right to a safe childhood. Poverty is a prominent and agreed international measure of family living standards. It can be used to monitor how families fare now, and due to its comparability across countries over time, it is a powerful outcome measure for detailed policy evaluations of the success of government efforts to support families, which facilitates lesson-drawing between countries in terms of what works.

Key issues

1. Sense of institutional belonging to foster learning engagement and prevent anti-social behavior.
2. Prevention of chronic and longstanding psychological distress.
3. Experience enjoyment at school and at home.
4. Healthy style of life that includes: diet and regular physical activity with social skills, positive self-esteem and good quality peer relationships.
5. Foster resilience in school by setting a secure base, developing self-esteem and self-efficacy, and built supportive relations with peers and adults.
6. Responsiveness to ensure empathy, altruism, self-awareness and relationship skills among peers and communities.
7. Social behavior displayed towards other children as an indicator of children's self-worthiness, mental health, learning capacity and well-being at school and home.

Approach

A. *The role of the family*

There is a linkage between a range of negative family outcomes and experiences of poverty. Evidence across developed countries generally agrees that children from poor households are more likely to grow up poor, experience unemployment, to have lower levels of education, and to experience a range of poor health outcomes and engage more often in many risk factors. Poverty has been also linked to family breakdown, parental (particularly maternal) depression, social exclusion, and the take up of publically provided family services.

B. *The role of local authorities*

What can local authorities achieve by promoting the social and emotional well-being of children and young people?

- Improve the population's health and well-being.
- Reduce mental health problems in children and young people.
- Improve social and economic outcomes.
- Reduce demand on services.
- Promote educational attainment and reduce bullying and risk-taking behaviour among pupils.

Outcomes

The complex and varied policy frameworks found in rich countries mean that many different pathways for reducing bottom-end inequality exist. But research suggests that children do better, families do better, and countries do better when nations invest in early childhood programs. The following principles and recommendations for governments should be considered in strengthening child well-being:

- Protect the incomes of households with the poorest children to ensure quality education.
 - Focus on improving the educational achievements of disadvantaged learners.
 - Promote and support healthy lifestyles for all children.
 - Take subjective well-being seriously.
 - Place equity at the heart of child well-being agendas.
 - Improve the availability, timeliness and usefulness of information about the education and well-being of children in rich countries.
 - Data sets should track children through different stages of their learning process.
 - Children's voices should be built into data-collection processes.
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