



## Families, Education and Well-Being

**DPI/NGO BRIEFING IN PARTNERHIP WITH DSPD/DESA**  
**Thursday, 18 May, 11 AM – 12:30 PM**  
**United Nations Headquarters**

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International Federation for Family Development

**Parental education and family well-being**



# Concept

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

# History

BEFORE UNIVERSAL & COMPULSORY EDUCATION,  
PARENTS AND THE REST OF THE FAMILY  
WERE EXPECTED TO ASSUME  
FULL RESPONSIBILITY  
FOR THE UPBRINGING OF CHILDREN



# Present

MOST MEN & WOMEN  
ASPIRE TO BE GREAT PARENTS  
BUT SOME CIRCUMSTANCES  
MAKE THIS MORE CHALLENGING

→ + EXTERNAL INFLUENCES  
- LESS TIME TO EDUCATE

WORK AND FAMILY LIVES  
ARE INCREASINGLY  
INFLUENCING EACH OTHER

THE SHIFT IN  
GENDER ROLES  
HAS BEEN ASYMMETRIC





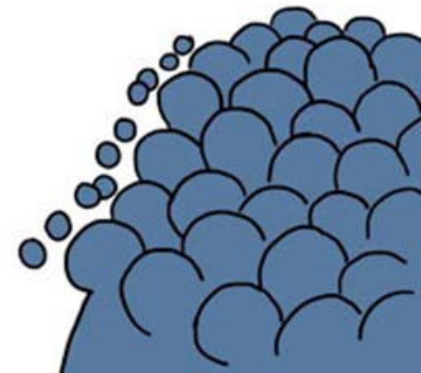
# Overview

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



## Effects

THE 'MARKETING' SHOULD BE MORE EFFECTIVE, NOT TO LIMIT PROGRAMS TO THOSE WHO NEED THEM LESS



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

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 CHILDHOOD 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

COMMUNICATION  
MOTIVATION  
COPING

SCHOOLS ARE  
MORE EFFECTIVE  
WHEN PARENTS ARE  
ACTIVELY ENGAGED  
IN EDUCATION



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





More information

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

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

