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

Economic Commission for Latin America and the Caribbean

Contribution to the Secretary-General Report

Index

(b) Parenting education as a tool and investment to enhance strong intergeneration interactions and children's well-being

As it has been widely documented, early childhood experiences have a strong impact on the present and future exercise of human rights for children and adults, the reduction of inequalities and poverty (Esping-Andersen, 1990; Heckman, 2012; Rossel, Rico and Filgueira, 2015) and the acquisition of key competences and skills for their comprehensive development[1] (Black et al. 2016; Britto et al. 2016; Heckman, 2012). The understanding that children's welfare lies only in families has been undermined under the conviction that child poverty and deprivation responds to a structural problem in societies; that market forces and family structures should not be left alone in guaranteeing children's well-being; that this is socially and economically inefficient; and that the State and the family are intimately linked in their responsibilities of upholding the rights of children (Filgueira and Rossel, 2015). Thus, the State must assume a role as safeguard of those guarantees allowing families and children to expand their full potential and exercise their rights (Filgueira and Rossel, 2015). Therefore, rearing practices and nurturing care which have durable impacts on children's wellbeing are also part of the domains where the State's involvement is required, contributing to the strengthening of caregivers and families' skills as part of multidimensional approaches to family support efforts.

Rearing practices and the abilities of parents, families and primary caregivers to provide nurturing and quality care and stimulating home environments for children are fundamental to assure their well-being and development, especially during the early childhood, with lasting effects that stretch to adulthood[2]. Responsive caring and early learning are two of the domains of nurturing care, besides health, nutrition and security and safety, influencing the acquisition of competencies and skills during the early childhood (Black et al., 2016; Black, Gove and Merseth, 2017) and are deeply connected to home environments and the abilities of caregivers so they can establish routines, allow emotional development and provide home opportunities to explore and learn that are relevant for children's development. Thus, parenting education programmes have been targeted as one key policy in this stage (Black et al. 2016; Black, Gove and Merseth, 2017 and Britto et al. 2016) being defined as "interventions or services aimed at improving parenting interactions, behaviours, knowledge, beliefs, attitudes and practices" and comprising strategies of psychosocial stimulation, positive parenting and responsivity and maltreatment prevention. These programmes provide "opportunities for stimulation, responsive parent–child interactions, child-directed and focused enrichment, early learning, and positive parenting" (Britto et al. 2016: 94). It should be note that parenting in this context is by no means restricted to biological parents and can refer to any caregiver that provides care to a child (UNICEF, 2017).

Areas that can be covered in parenting interventions include the promotion of parent-child interactions around issues such as increasing attachment and bods, encouraging learning and positive discipline and problem-solving in relation to children's development, care or feeding (Engle, 2011). This support can be delivered in different formats, including home visits, community groups, visits organized by primary health centers or clinic appointments, the media or a combination of the former (Berlinski and Schady, 2015; Britto et al., 2016; UNICEF, 2017). Work can be done primarily with caregivers or with caregivers and

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[1] As Britto et al. (2016: 2) indicate, childhood development can be understood as "a maturational and interactive process, resulting in an ordered progression of perceptual, motor, cognitive, language, socio-emotional, and self-regulation skills".

[2] There is large evidence on these issues. For a revision of existing studies linking parental education and multidimensional expressions of children's development see for example Black et al. (2016); Britto et al. (2016); Engle et al. (2011); Grantham-McGregor et al. (2007) and Lake (2015).

children together. Evaluations have shown that systematic training methods for the workers involved in these strategies (with a higher frequency of contacts with parents), a structured-based curriculum and concrete opportunities for parental practice tend to be most effective, whereas scale up initiatives should be carried carefully if similar impacts are expected to be achieved (Engle, 2011).

Several parenting education programmes are in place in Latin American and Caribbean countries (see table 1). These initiatives are delivered in different modalities, comprising family home visits, workshops and trainings delivered at centres and media campaigns (The Dialogue, 2020). Programmes and initiatives are included as part of health strategies, early education policies, and to a minor extent, integrated care policies, but also increasingly as a component of comprehensive early childhood development social protection systems that integrate health, education, early stimulation, nutrition and care policies (Rico and Robles, 2016) and poverty-alleviation programmes such as conditional cash transfers. Programmes touch various areas including attention to early experiences, early stimulation, growth and development, parental skills, socio-emotional competences and skills for rearing and nurturing care, as well as actions aimed at protecting children from violence (The Dialogue, 2020). Children's age focus varies among programmes ranging from three to six years of age, in the case of programmes for the early childhood (see table 1). It is worth considering that while most programmes focus on support to families with children in this stage, there are other programmes which cover also the situation of rearing practices with adolescents (see table 1). Other initiatives exist in countries in relation to special protection for children that have had their rights violated or drug consumption's prevention strategies.

The region has considerable experience with parenting education programmes. The Jamaican Home Visiting Program marked important precedents (Gentler et al., 2014). The programme consisted in weekly family home visits by health centre's para-professionals and the distribution of locally-made toys addressed to low-income families and/or with malnourished children in Kingston, for periods of two to three years based on a structured curriculum (Huberman and Mendelsson, 2014). The interventions began in 1970 and were aimed at improving children's rate of mental development by psychosocial stimulation and play and improving mothers's skills to teach and play with their child and self-esteem through an interactive approach (Reach Up, 2020). Impact evaluations showed the programme's beneficial impacts on developmental quotient (a measure of early child development) and IQ measures in older children (Huberman and Mendelsson, 2014) and indicated that this intervention permitted stunted children to reach the levels of their non-stunted counterparts, with later impacts on income and the reduction of inequality (Gentler et al., 2014). This programme demonstrated that strong bonds exist between nourishment, psychosocial stimulation, physical and emotional engagement and physical and neurological growth (Gentler et al., 2014).

This programme inspired similar interventions in Colombia, also showing an improvement in children's cognitive development and language after 18 months of having received the stimulation (Attanasio et al. 2012). In the case of Peru, an evaluation of the Programa Nacional *Cuna Mas* and its component Family Accompanying Service (*Servicio de Acompañamiento a Familias)* found significant impacts on cognitive development and communication skills and stressed that a key factor for the intervention's success is achieving receptive and positive interactions between home visitors and children and caregivers (Araujo, Dormal and Rubio-Codina, 2018). Also, in Jaimaica, the Reach Up Early Childhood Parenting Programme has continued providing parenting education for families with children up to 3 years old, providing comprehensive training for trainers, supervisors and home visitors (Reach Up, 2020).

Experiences with home family visits by trained caregivers also stand out in the case of the Roving Caregivers Programme. This programme aims at providing support to low-income families that lack access

to formal early education, and although it was first implemented in Jamaica, it was then replicated in Belize, Dominica, Grenada, Jamaica, Saint Lucia, Saint Vincent and Suriname. Evaluations made for Jamaica and Saint Lucia have found positive impacts on child cognitive development and parenting knowledge (UNICEF, 2018).

Further to home visits, group workshops and sessions are also another modality in use for parenting programmmes. In the case of the programme Nobody is Perfect (*Nadie es Perfecto)*, part of *Chile Crece Contigo* intersectoral system for early childhood development, workhops are organized with fathers, mothers and caregivers of children to promote positive rearing skills, increase caregivers's self-steem, promote non-violence and the involvement of fathers in care. Among the target population for this programme are young persons who have recently become parents[3]. *Chile Crece Contigo* also includes information on rearing practices and early stimulation in its web portal[4], *Fonoinfancia* which provides parents and caregivers the opportunity of speaking with psychologists who are experts in childhood and family to clarify doubts concerning rearing practices[5], and includes in its offer the Triple P: Positive Parenting Programme (*Triple P- Programa de Parentalidad Positiva*) which combines lectures, group workshops and individual sessions, thus providing a comprehensive intervention.

Programming provided in health centres throughout regular visits during early childhood is also a modality under implementation in Caribbean countries. O'Sullivan and Minott (2017) also indicates that other modalities in place in this region are programming provided to parents through the department of probationary services; programming for adolescent and/or young mothers; support provided for children with disabilities; as well as group training sessions and home visits.

Table 1
Parental education programmes in Latin America and the Caribbean: an overview[a]

Latin America			
Country	**Name of the programme**	**Modality**	**Children's age target [b]**
Argentine	National Programme for Children's Development Early Years (*Programa Nacional de Desarrollo Infantil Primeros Años*)	Group sessions	0-4 years
Brazil	Happy Childhood (*Criança Feliz*)	Family visits	Prenatal-3 years
Chile	Family Dynamic Support *(Apoyo a la Dinámica Familiar)*	Group training sessions	NI/NA
	Know your Child Programme *(Programa Conozca a su Hijo (CASH))*	Group training sessions	0-6 years
	Triple P: Positive Parenting Programme *(Triple P-*	Lectures, group workshops and individual sessions	0-9 years

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[3] See online at: [http://www.crececontigo.gob.cl/beneficios/talleres-nadie-es-perfecto/].
[4] See online at: [http://www.crececontigo.gob.cl/].
[5] See online at: [http://www.crececontigo.gob.cl/beneficios/fono-infancia/].

	Programa de Parentalidad Positiva)		
	Nobody is Perfect: Parenting Skills Workshop (*Taller de habilidades para la crianza Nadie es Perfecto)*	Group training sessions	0-5 years
	Opening Paths Program *(Programa Abriendo Caminos)*	Home visits through professional support	0-18 years
Colombia	Psychosocial Support for the Restoration of Rights *(Apoyo Psicosocial para Restablecimiento de Derechos)*	Home visits or family sessions at the operator's premises	0-18 years
	From Cero to Ever Strategy *(Estrategia de cero a siempre)*	Weekly or monthly home visits, and weekly group sessions	0-5 years
	Building Safe Environments *(Construyendo Entornos Protectores)*	Group sessions	6-18 years
	Family, Women and Childhood *(Familia Mujer e Infancia FAMI)*	Group sessions and home visits	0-2 years
	Child Development in the Family Environment (Desarrollo Infantil en Medio familiar (DIMF))	Home visits, group sessions and childcare in community centers	0-5 years
Cuba	Educate your Child Programme *(Programa Educa a tu Hijo)*	Home visits, workshops, group sessions and recreational activities	0-5 years
Dominican Republic	Quisqueya Starts with you *(Quisqueya Empieza Contido)*	Group sessions, home visits	0-5 years
Ecuador	School for Families *(Escuela de Familias)*	Workshops	0-5 years
	Growing up with our children *(Creciendo con nuestros hijos)*	Home visits and group sessions	0-3 years
El Salvador	Family Circles (Ministry of Education) *(Círculos de Familia)*	Group sessions and workshops	0-4 years
	I am also a person *(También soy persona)*	Workshops	0-18 years
Guatemala	Family Education Department (*Departamento Educando en Familia)*	Group sessions and workshops	No information
Honduras	School for Fathers, Mothers and Caregivers *(Programa de Escuela para Padres, Madres de Familia y Tutores)*	Workshops	Parents of children and teenagers that go to school
	Better Families for a Better Life Programme *(Programa Mejores Familias para una Vida Mejor)*	Workshops, home visits and group training sessions	0-5 years

Mexico	Initial Education Program PEI-CONAFE *(Programa de Educación Inicial, PEI-Conafe)*	Group sessions	0-48 months
Nicaragua	Love for Small Children Program *(Programa Amor por los más chiquitos y las más chiquitas)*	Home visits	0-6 years
Panama	Initial Education at Home *(Educación Inicial en el Hogar (EIH))*	Workshops	0-6 years
Peru	Family Accompanying Service for families participating in *Cuna* Mas *(Servicio de Acompañamiento a Familias de Cuna Más (SAF))*	Group sessions and home visits	0-3 years
Uruguay	Child and Family Care Centers (CAIF) - Timely Experiences *(Centros de Atención a la Infancia y la Familia (CAIF) – Experiencias Oportunas)*	Home visits and workshops	0-3 years
	Uruguay grows with you – Closeness Program (*Uruguay Crece Contigo - Programa de Acompañamiento Familiar y Trabajo de Cercanía)*	Home visits	0-18 years
The Caribbean			
Antigua and Barbuda	Early Childhood Education Training Centre (ECETC)	Training and workshops	NI/NA
Bahamas	National Parenting Programme and parents support group	Group training sessions	NI/NA
Belize	Community and parent empowerment programme (COMPAR)	Training sessions of village and community leaders	NI/NA
Belize, Dominica, Grenada, Jamaica, Saint Lucia, Saint Vincent and Suriname	Roving Caregivers Programme	Home visits by trained caregivers and parent support groups	0-3 years [c]
Grenada	National Parenting Programme	Classes and group sessions in community center	NI/NA
Jamaica	Reach Up Programme	Home visits by trained community workers	0-3 years
Trinidad and Tabago	National Parenting Programme	Parenting workshops	NI/NA

Source: ECLAC based upon IADB (2019); UNICEF (2018) and government's websites.
[a] The list does not intend to be exhaustive. It offers an overview or the variety of programmes in place in the Latin American and the Caribbean region. Information refers only to programmes implemented at the national level and

under the responsibility of government institutions. The information does not consider the situation of special protection for children but of programmes that have as main focus rearing practices.
[b] NI/NA = No information, non-applicable.
[c] In the case of rural areas in Belize, where access to pre-primary education is scarce, support may continue until children enter primary school (UNICEF, 2018)

As concluding remarks, some recommendations can be made to the situation of education parenting programmes in Latin America and the Caribbean. Evaluations made to programmes of this nature in Latin American and Caribbean countries, as well as in other regions of the world, show important lessons that can be considered at design and implementation of these programmes. In the first place, systematic interventions with appropriate funding must be strengthened and secured in order to sustain interventions in time and expand their coverage which remains as one of their main challenges in the region (Berlinski and Schady, 2015). In the second place, quality criteria are key for the programme's success. Special attention must be bear to issues of cultural relevance of the programmes's contents, considering the region's specificities and the demands of indigenous peoples and Afro-descendants. In this respect, as Engle (2011) indicates, it is important to incorporate families and communities as active partners in these initiatives so relevant child-rearing practices can be effectively integrated in local cultural contexts.

In the second place, multisectorial articulation has been indicated as an important element to consider in the design of these programmes (Black et al, 2016; Britto et al. 2016; Engle, 2011). This element includes mainstreaming parental education programmes in health, education and poverty-reduction strategies and as a pillar of comprehensive early child development social protection systems which are increasingly being developed and strengthened in the region. Furthermore, parenting programmes can be included in packages with other interventions that provide meaningful integration for early childhood development (Black et al., 2016). Also, child development interventions for children (Engle, 2011), including parenting education schemes, could be further integrated in existing integrated care policies strategies, as well as cash transfer programmes. However, it is important to stress that this inclusion should be done mainstreaming a gender equality approach, promoting co-responsibility in unpaid care work between men and women and avoiding the replication of stereotyped gender roles in the definition of participation's responsibilities in these programmes and within their contents. In particular, actions to enhance fathers's involvement in these programmes should be enhanced.

In the third place, monitoring and assessment of these programmes is also very relevant and the availability of funding and institutional devices to this aim must be secured. Special attention must be paid to the adequate consideration of the situation of the most vulnerable populations in the programmes's design, including children at risk because of malnutrition, children with disabilities, living with HIV (Engle, 2011), in rural areas, among other concerns. Finally, it is worth considering that programmes that provide parental education in relation to adolescents are generally lacking in the region and these could offer an important contribution to the development of sound intergenerational relationships within countries, contributing to sustainable development and social cohesion.

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(c) Measures taken to prevent all forms of violence against children

Although the situation of all forms of violence against children in Latin America and the Caribbean has improved over the past decades, it is still a cause of great concern (ECLAC/UNICEF, 2018). Violence is a multidimensional phenomenon that can take many different forms and has many different types of negative impacts on people's lives (Trucco & Ullmann, 2016). In Latin America and the Caribbean, the large number of violent incidents that take place have a strong influence on day-to-day life in ways that shape the context for children´s safe development. Violence, as a means of resolving conflict, is part of the cultural characteristics of the countries of this region and it extends to the various spaces of social interaction, affecting children of all social classes and groups (ECLAC, 2019).

The situation needs to be addressed taking into account the various types of violence to which children are subjected (physical, psychological, sexual, and neglect and abandonment), the different contexts in which it happens (at home, school, the community, institutions, online) and the different stages of the life cycle of the victim (early childhood, school age, adolescence). In several countries, more than 50% of children aged between 2 and 14 years are subjected to some violent form of discipline. The use of violent disciplinary methods and corporal punishment is even more common in the case of children under 5 years of age (69%). Children who are exposed to violence, abuse and neglect in the early years of life suffer long-term consequences, including lower levels of socio-emotional development, and they are more likely to act out violently with other children and adults (ECLAC/UNICEF 2018 and ECLAC, 2019). Furthermore, the adolescent murder rate in this region is five times higher than the global average: on average, 67 adolescents are murdered everyday. The number of murders of male adolescents far exceeds the average rate.

Figure 1
Latin America and the Caribbean (13 countries): proportion of children between the ages of 2 and 14 who are subjected to some violent form of discipline, by income level, 2006–2015
(Percentages)
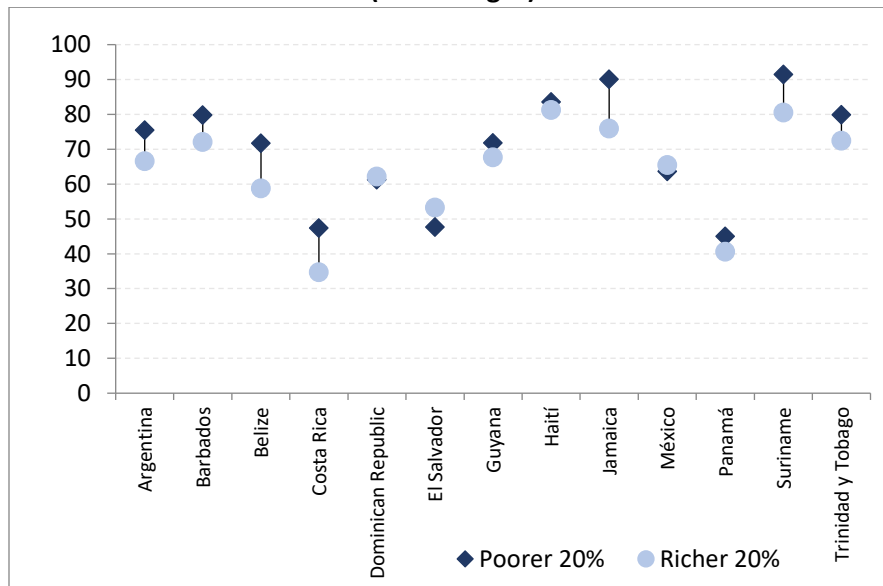
Source: UNICEF/ECLAC, 2018.

Another characteristic of the violence toward children in Latin America and the Caribbean regions is that the relative number of child marriages and early unions has not declined in the past 10 years and has held fairly steady at about 25% of the female population in the corresponding age group, compared to other parts of the world where it has fallen off sharply in the same period (such as South Asia, where it has dropped from 50% to 30%) (ECLAC/UNICEF, 2018). The rate of early unions and child marriages is higher for indigenous girls, girls living in rural areas and girls in middle- and low-income sectors of the population, reflecting the axis of the social inequality matrix of this region.

An additional aspect of the problem that must be addressed is the risk that violent acts are naturalized by the cultural values and can come to be seen as a natural part of behaviour. In several countries of the region, such as Haiti, Honduras, Nicaragua, the Plurinational State of Bolivia and Suriname, a large proportion of women between the ages of 15 and 49 believe that it is normal for a husband to hit his wife. That percentage tends to be higher in rural areas (ECLAC/UNICEF, 2018).

Although the region still faces enormous challenges towards the protection of children against all forms of violence, there has been progress towards passing legislation and establishing coordinated policies and strategies for protecting children and adolescents by introducing accessible channels for filing reports of child abuse and by constructing integrated information systems dealing with this problem (Morlachetti, 2013 in UNICEF/ECLAC, 2018). However, research evidence has shown the policies developed for this purpose indicate that insufficient financial and human resources have been made available for tackling the problem and thus they have been ineffective.

Institutionalization and juvenile criminal justice systems should be strengthened, in order to respect the Convention and other relevant international legal standards. The unnecessary institutionalization of children must be prevented, while protecting the of children who are already institutionalized from being abused; these children are four times more likely to be victims of sexual abuse than children who are cared for in family settings (Palummo, 2013 in UNICEF/ECLAC, 2018). The region has made a commitment to work towards halting the institutionalization of children and adolescents, particularly in the case of those under 3 years of age, in order to protect them from the short-, medium- and long-term consequences of not living in a family setting.

On the other hand, there is urgent need to take actions on safeguarding the rights of migrant and displaced children and adolescents by tackling the structural causes of forced migration; ensuring that they have access their rights regardless of their migration status; protecting migrant children from violence, abuse and exploitation; putting a stop to the detention of migrant children and to the practice of separating migrant children from their families; and combating xenophobia and discrimination (UNICEF/ECLAC, 2018).

The effect of mass media, including new digital media, on promoting and validating violent relationships also needs to be taken into account. Digital technologies and social networks have transformed modes of interaction and are allowing new phenomena to emerge, that facilitates violent interactions and messages, as well as risks of abuse for children. All of this undoubtedly has an impact on the effects and types of violence that are possible and makes the regulation and prevention of violence more complex (ECLAC, 2019).

(d) Efforts at promoting non-violent forms of disciplining children (school violence)

The violence experienced in schools mirrors society and is the result of social behaviour of low tolerance and appreciation of diversity. This invokes factors of discrimination that historically and socially extend beyond the school environment, but which, at the same time, require the education system to take action for the promotion of changes in new generations (Trucco and Inostroza, 2017). Low tolerance of diversity among students also reflects imitation of the discriminatory and violent forms of behaviour that they observe in their family and social environment and reproduce them as direct or symbolic interpersonal violence within the school space (Trucco and Ullmann, 2015).

Strategies used to work directly on the issue of violence in the school institutions are diverse in Latin America. Some of them work with students, generating mediation practices, training leaders and capacities for peaceful conflict resolution. All these approaches have the goal to increase capacities among students, but also train the adults in charge (teachers, management teams and in some cases, also the families themselves). In addition, some of them seek to create alliances with other public assistance services, such as health and / or justice services. Finally, among the strategies that the countries have been developing to deal with the violence that occurs in the school context, there are those that have implemented reporting channels that allow the monitoring of more serious cases (Trucco and Inostroza, 2017).

The research of Trucco and Inostroza (2017) showed that several countries of the region are taking actions to address violence at schools, from laws to a wide variety of programmatic actions. Many of these initiatives mainly contemplate bullying or cyberbullying, which refers to a specific type of violence that occurs repeatedly towards a student, and not the wide range of violent interactions that occur in schools. These types of anti-bullying actions are important, but they are not being sufficient to protect students and it is urgent to include a wider set of educational policies towards the school system. Among others, countries should consider strengthening measures to: prohibit and completely eliminate physical punishment and mistreatment by teachers and all school system officials; strengthen teacher and school leader training to respond to and prevent violence in the classroom and among students; develop protocols of action and specific responsibilities to be activated in case of school violence; and actively include families in school programs for the prevention and care of school violence.

With regards to violence prevention, one of the key issues to be tackled is the predominance of males in indicators of physical violence (both as victims and as perpetrators), a characteristic that is reiterated in the various spheres and becomes more evident throughout the life cycle. Socialization processes do not usually place sufficient emphasis on the positive values that could be gained from a new masculinity that is no longer based on traditional roles. School socialization also has a responsibility to provide a space for the construction of a positive masculine identity that does not resort to violence (Trucco and Inostroza, 2017 and ECLAC, 2018).

When designing intervention strategies that are effective in dealing with school violence, it is very important to consider the aggressor and the victimized as victims. Usually, schools tend to work exclusively with the victim, as if he were responsible for being subjected to violence by some inadequate social adaptation. It is necessary to consider that the actions carried out by the aggressor, especially when they are elementary school boys or girls, also usually respond to a set of problematic factors of their own development, imitations of their adult environment and often reflects being a victim of violence in other environments. Therefore, in addition to applying sanctions, it is necessary to provide support and develop personal resources for conflict management and acceptance of differences (Trucco & Ullmann, 2016; Trucco & Inostroza, 2017). Furthermore, these approaches should emphasize the protective role that

classmates have as witnesses and protecting victims, which can be a very effective strategy to transform this type of behavior at school. In other words, involving students themselves in mediation strategies and active conflict resolution in the educational setting models practices and builds positive experiences.

A final consideration has to do with the increasing access to Internet and to technological devices. The new culture of sociability through social networks, means there are spaces of violence that are not restricted to the classroom and the walls of school. This leads to rethink the issues of school coexistence in a broader way and include the entire educational community, including the virtual space. Supporting these reflection processes, incorporating teachers and families with resources and tools is central. In this way, it is possible to contribute to the development process of students in highly dynamic environments and in which the essential values of ethics and citizenship in the digital world are increasingly valid.

(e) Provision of legal identity including birth registration

The Convention on the Rights of the Child (Articles 7 and 8) recognizes the right to an identity and establish that all children should be registered at birth and that they all have the right to a name, to acquire a nationality and to know their parents. These articles also provide that children's identities should be protected and that States parties should develop the necessary legislation and regulations to safeguard that right and to provide appropriate assistance if a child is illegally deprived of some or all of the elements of his or her identity with a view to re-establishing that identity (UNICEF/ECLAC, 2018).

Latin America and the Caribbean have made great advances in safeguarding the right to an identity in the past 30 years, in terms of the percentage of children whose births are registered, both as regards the percentage of registered births and as regards the differential in birth registration rates between children in high-income and low-income sectors (see figure 2). However, there are still approximately 2.7 million children under 5 years of age whose births have never been registered. And that group tends to include more children who are experiencing other deprivations because of their ethnicity, area of residence or income level. The percentages of children who are registered at birth has risen in all the countries for which historical statistics are available and, in some cases, the rates have reached 100%.

Figure 2
Latin America and the Caribbean (27 countries): children who are registered at birth, by country, 2000–2016 (Percentages)
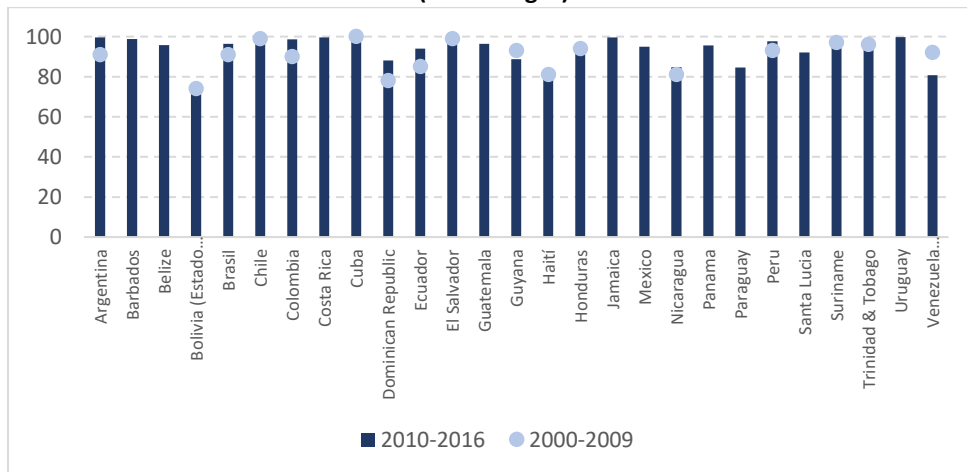
Source: ECLAC on the basis of United Nations Children's Fund (UNICEF), The State of the World's Children 2011. Adolescence: An age of opportunity, New York, 2011, and UNICEF, The State of the World's Children 2017: Children in a digital world, New York, 2017 (ECLAC/UNICEF, 2018).

These results reflect countries' efforts that include an array of different strategies for upholding the right to an identity. Digital technologies and the creation of electronic birth registries may be one of the factors that have helped to boost registration rates. However, children residing in rural areas and the children of migrant families are more likely than others to be deprived of their right to an identity, which impacts the fulfilment of other of their fundamental rights, since an identity document continues to be required in order to enroll in school and sign up with a health-care system in most of the countries of the region (ECLAC/UNICEF, 2018).

Family and youth policies

The discussion up until now has primarily centered on youth as children within families of various types. However, it is also germane to consider the situation of youth who have families of their own, including those who have emancipated from their families of origin and are heads of household themselves (or spouses/partners of heads of household), as well as those who have formed families that are part of extended households (Abramo, Ullmann & Trucco, 2020).

This latter group, youth who have formed their own families that reside within extended households frequently includes young (sometimes single) mothers. In this respect, it is important to note that Latin America and the Caribbean has adolescent fertility rates that are second only to those of sub-Saharan Africa. These rates are much higher than what would be expected given the region's level of economic and social development. While there is some diversity in the paths that can lead to adolescent motherhood and while this kind of motherhood involves both planned and unplanned pregnancies, it is a phenomenon with marked social stratification: it is most prevalent among indigenous youth, young Afro-descendants, young people in rural areas and, above all, poor young women (ECLAC, 2016). Thus, residing within extended families, either in the origin family of the young mother or young father, should he be present, is a strategy that may help reconcile care work, education and/or paid work for young people.

Another category of youth is those who have emancipated and formed their own households, either as heads of household or as spouses/partners. Youth live in two-parent nuclear families or in extended families. This latter configuration is especially prevalent among poorer youth, suggesting that this type of living arrangement allows family members to reconcile various needs – economic, social protection, care. About 1 in 4 of youth are heads of household or spouses/partners and youth heads of household tend to be more common among poorer youth.

Based on our review of national youth policies we conclude that families are a largely invisibilized policy issue; not only from the point of view of supporting families so that they may provide the conditions that will favour positive transitions for the youth in their families, but also supporting families headed by youth.

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(f) Ways and means to observe the thirtieth anniversary of the International Year of the Family, which may include proposals of topics to be addressed, national, regional and international meetings and awareness raising events and other initiatives

1. Context and previous developments

The thirtieth anniversary of the International Year of the Family will be hold in 2024. In 2014 the Twentieth Anniversary saw a number of activities, including an international seminar "Families Matter for the Achievement of Development Goals; International Year of the Family + 20" organized by DESA and DPI, an international publication with the title Family Futures, as well as a number of sub regional seminars and publications. In that context, ECLAC participated in both the Book Family Futures and the International seminar. Also, as a preparatory activity, DESA and ECLAC organized a regional seminar with government activities in 2013 (https://dds.cepal.org/infancia/actividades/taller-regional-capacitacion-27-29-agosto-2013/) where a regional paper was presented and discussed by national authorities (https://dds.cepal.org/infancia/actividades/taller-regional-capacitacion-27-29-agosto-2013/docs/Cecilia-Rossel_Politicas-para-las-familias-en-america-latina_8-19-2013.pdf).

From 2014 onwards, each year the internal year of the family as focused on analyzing the condition of families in relation to the 2030 Development Agenda in general, as well as considering specific Sustainable Development Goals.

2. Proposals on ways and means to observe the Thirtieth Anniversary of the International Year of the Family

As 2024 approaches, ECLAC will certainly participate and respond actively to the observance of the Anniversary of the International Year of the Family. In this occasion two general recommendations may be put forward. In contrast to previous decades, the thirtieth anniversary should take under consideration the latest most important global developments affecting the wellbeing of families. Three topics may be put forward, both at the global and regional levels: the **2030 Development Agenda**, the **COVID-19 Pandemic** and **International Migration**.

First, the assessment of how the **2030 Development Agenda** has had an impact on social policies aimed at families is a topic that may be addressed by governments, social society and international organizations. Particular emphasis should be placed on SDG 1 and its 1.3 target related to expanding the access to social protection, as well as SDG 10 focused on inequality and discrimination. In that regard, the thirtieth anniversary may serve as valuable occasion to promote high-level policy dialogue on how national policies

Second, by putting at risk the health, livelihoods and the continuity of regular social policies the current **COVID-19 Pandemic** has already emerged as a major global challenge for the wellbeing of families everywhere. Such an impact and how governments and the international community have responded in order to address the needs of families seems a very compelling topic to be addressed, giving way to critical policy dialogue and good policy experience exchange.

Finally, **International Migration** has emerged during the current decade as a major challenge to the wellbeing and existence of families world-wide. While migration flows present a diversity of regional and national realities and challenges, the question of how government address the needs of migrants and their families throughout all stages of the migration cycle should be an important concern for the Thirtieth

Anniversary. This should involve not only governments, but also **civil society organizations** which often play an important role regarding the protection of migrants from abuse and discrimination.

While these topics may be addressed globally, at the regional level **preparatory activities should pave the way to address the specificities of families in Latin America and the Caribbean throughout 2023 and 2024**. These may include a **regional report** about the situation of families in the region particularly in relation to the three general topics mentioned above, as well as regional and sub regional expert meetings and regional (and or sub regional) seminars with national authorities.

It is important to note that, at the regional level, in Latin America and the Caribbean the **Regional Conference on Social Development** merged as a new governmental subsidiary body of ECLAC. Mandated by countries in 2014, the Conference has since gathered national authorities usually represented by Social Development Ministries in an important technical and policy dialogue focusing on social development issues, including poverty, inequality, discrimination and social protection among many other topics. This **important forum may be an excellent venue to observe the Thirtieth Anniversary of the International Year of the Family at the regional level**.