

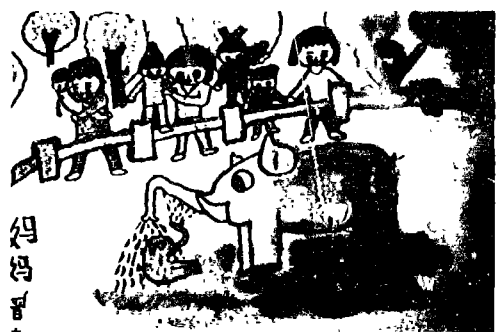
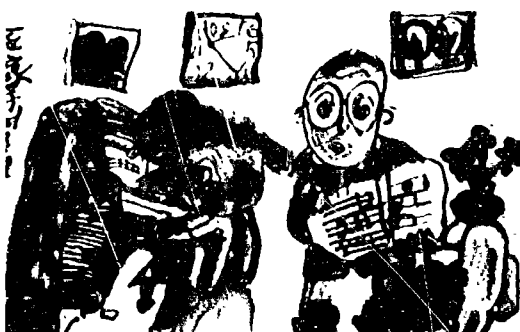
INTERNATIONAL
YEAR
OF THE FAMILY



Final Report
and Calendar of Events



United Nations Educational
Scientific and Cultural Organization



Family joys

1.
My family on a picnic
 Sercan Kursun
 11 years, Turkey

2.
Mamma
 Zeng Zhi Chao
 6 years, China

3.
Happy family
 Xiang Xiaowen
 5 years, China



4.
My family in a park
 Saara Zermin Huq
 8 years, Bangladesh

Cover:
My Family
 Kantilya Sachobra
 6 years, India

*Courtesy of International Museum
 of Children's Art, Oslo*



UNESCO Final Report and Calendar of Events

Table of contents	Preface
	Foreword
	Final Report
	I. Introduction
	II. Ongoing programmes at UNESCO related to family issues
	III. Aims, strategies and outcomes for the International Year
	IV. Family programming after 1994
	V. Conclusion
	<i>Annex I :</i> UNESCO publications and documents produced for the International Year
	<i>Annex II :</i> Select list of operational projects in favour of families and young children sponsored or supported by UNESCO during the International Year
	<i>Annex III :</i> UNESCO Calendar of Events for the International Year



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Preface

Despite family breakdown and the inability of many parents to give a fair start to their children, real signs of progress for families exist. The United Nations has today a clearer understanding of the ill-effects of poverty on the lives of families and is making enormous progress, with its Member States, in providing basic welfare – clean water, shelter, food, basic health and education – to families all over the world.

UNESCO contributes fully to this growing effort, and in keeping with its commitment to equitable development, pays special attention to vulnerable families and their children - families without shelter or income, families belonging to minorities or marginalised groups, single-parent families, families with special needs, families affected by war or forced migration. During the International Year of the Family, UNESCO created special projects to provide for street children and for the educational needs of families and children caught up in armed conflict or other disaster situations. For this is one of the fundamental aims of development aid – to enable families and children in distress to survive and begin to reconstruct their lives.

Survival, however, is not enough. Human development depends on the level of education attained throughout all sections of societies, and not least within the family. Conscious of this fact, many countries, in addition to sustaining and improving their formal education systems, seek to provide lifelong learning opportunities for all. In this effort, family or parent education has been a central concern. Children – and educational systems – benefit greatly when parents are supported in their child-rearing tasks and given the knowledge to improve the learning environment of the home.



UNESCO fully supports the initiatives taken by its Member States, aimed at empowering parents to raise and educate their children. In addition to the vast number of its formal educational projects throughout the world and the initiatives taken for street children and families in distress, the Organisation has sponsored during the International Year over thirty supplementary non-formal educational programmes for disadvantaged families and young children in all regions of the world. We shall continue our efforts far beyond the International Year of the Family, for the future of children greatly depends on the basic life skills, values and dispositions which they acquire in the family setting.

A handwritten signature in black ink, appearing to read "Federico Mayor".

FEDERICO MAYOR
Director-General of UNESCO

Foreword

The International Year of the Family has been a revealing international experience. Born without resources, it began as a kind of "Cinderella project" that many felt could not succeed. From that modest beginning, it has grown into a global movement of unique dimensions with an impressive record of accomplishment. Since its proclamation by the General Assembly in its Resolution 44/82 of 8 December 1989, a vast array of special projects, unprecedented research ventures and thousands of events have been launched in over 150 countries in observance of the International Year .

UNESCO's contribution has been particularly impressive. It has given me great pleasure and profound professional satisfaction to review the official Report and Calendar of Events. They bear eloquent testimony to the highest degree of UNESCO's commitment to the International Year and the excellent professional calibre with which that commitment has been translated into action.

The long-term goals of the Year will depend very much on the collective wisdom and guidance of the Member States of the United Nations. The recent International Conference on Population and Development has identified important dimensions of the direction ahead. The forthcoming World Summit for Social Development will be crucial for both the nature and effectiveness of the social policies of tomorrow. We shall model our proposed draft plan of action for family programming, to be presented before the General Assembly at its fiftieth session in late 1995, upon the decisions taken by this historic Summit. Needless to say, the initiatives for family education contained in this UNESCO Report will find an echo in our proposals.

HENRYK J. SOKALSKI
United Nations Co-ordinator
for the International Year of the Family

Final Report

on UNESCO activities for the International Year

INTRODUCTION

The General Assembly of the United Nations proclaimed 1994 as the International Year of the Family (IYF), its theme: "Family: Resources and Responsibilities in a Changing World" (Resolution 44/82 of 8 December 1989). The United Nations Economic Commission for Social Development was designated as the preparatory body and the Economic and Social Council as the co-ordinating body for the Year. A Secretariat for the International Year was established at the United Nations in Vienna within the Centre for Social Development and Humanitarian Affairs.

The following principles underlie the proclamation of the International Year:

- The family constitutes the basic unit of society and therefore merits special attention;
- Families assume diverse forms and functions from one country to another, and are a reflection of that pluralism which enriches the world community.
- The IYF promotes the basic human rights of every individual in the family, whatever his or her status, and gives special attention to the rights of women and children.

Among the objectives defined for the Year were:

- To increase awareness of family issues among governments, NGOs and throughout society;
- To strengthen the capacity of institutions, particularly at national level, to formulate, implement and monitor family policies;
- To enhance the effectiveness of local and national efforts to implement family programmes and respond to difficulties affecting, and affected by, family situations;



8

In 1991, an international strategy for the Year was drawn up by the preparatory body, the Commission for Economic and Social Development, and later approved by the General Assembly of the United Nations. Member States were invited to establish national mechanisms, such as co-ordinating committees, to prepare for the Year at national level. Over 150 countries established such co-ordinating mechanisms or focal points to prepare national plans of action for the Year. The role of the international agencies was seen as one of supporting State action at regional and national levels and of providing substantive inputs in the fields of their competence to United Nations activities for families. UNESCO's work in this regard has been highly appreciated by the United Nations Secretariat for the International Year. This is in no small measure due to UNESCO's success in recent years in establishing programmes with strong family implications.

ONGOING PROGRAMMES AT UNESCO RELATED TO FAMILY ISSUES

Though primarily concerned with national education systems at primary, secondary and tertiary levels throughout the world, UNESCO has succeeded in establishing over recent years several programmes with major relevance for families. Worthy of mention are:

Environment, population education and information for human development

The content (population education and information) and extent (over 100 projects in 26 countries) of this interagency programme make it a very important initiative for families in the developing world. Projects within the programme include: family life and population education, home economics programs, family planning, maternal and child health, research on socio-cultural factors influencing population growth. The programme is ongoing and has produced excellent materials for trainers and parents – often with minimum reading skills – on a wide variety of family-related topics.

Women's programmes

Because of the important role of women in nurturing children, and today increasingly, as the head and breadwinner in a growing number of families, women's programmes are an essential piece within the planning and policy for the International Year of the Family. Reservations expressed by women's groups at the proclamation of the International Year of the Family – seen by some as a revival of a traditional model in which women would remain excluded from economic and social rights – have been dissipated by the United Nations clear message that modern family policy must include the basic rights of women – their right to shared parental responsibilities and equal participation in the public sphere. It is obvious that the United Nations takes the view that the best interest of the child can be truly safeguarded on a family model based on the real equality of the sexes

Basic education and community literacy programmes

Since the Jomtien *World Declaration on Education for All*, basic education curricula include increasingly life skill components, many of which are in reality family education themes, e.g. nutrition, family health and hygiene. The basic reason for broadening curricula in this manner was the realisation that basic education can no longer be seen as a sectoral target only but as an integral part of human development planning. Again, because of the preponderance of female illiteracy in the developing world, many community literacy programmes target women and families. Hence, UNESCO has pioneered several literacy initiatives which include education and information for better family living, among which income-generating activities, home economics and family welfare components receive special emphasis.

Early childhood programmes, children's rights and initiatives for children in difficulties

A fourth and growing sector of activity in which UNESCO engages is early childhood programming and initiatives for children in difficulties: The reasons are simple: On the one hand, the research evidence shows the positive impact of early education on the social competence and later schooling of children, the impact being especially great on children from disadvantaged milieus. On the other hand, where such programmes do not exist, countless children fail and drop out of the formal education system, especially in the first year of school. Hence, Member States wishing to improve



access to and the quality of their basic education systems see early childhood programming as a major strategy of their education policies.

Regular attendance by children in early childhood programmes depends, however, on stable family organisation and support. Where such support is lacking, either through extreme deprivation or through war, famine or disease, children may be neglected or forced to live in the streets, and suffer even physical violence, prostitution or forced labour. In seeking to eradicate these ignoble forms of contemporary slavery, NGOs, municipalities, governments and intergovernmental agencies such as UNESCO take a two-pronged approach: immediate action on behalf of these children, and the more long-term approach of educating families and providing them with social and educational services for children from the earliest age.

For the sake of brevity, the UNESCO Programme and Calendar of Events for the IYF annexed to this text does not list the varied activities of these programmes, which have been much strengthened at UNESCO in recent years. It goes without saying, however, that such activities rank among UNESCO's most important actions on behalf of the family and its members. In the follow-up to the Year in 1995 and beyond, they will be seen as major components of family programming. Indeed, if the projections given in the statistical note issued by UNESCO on *Demographic Pressure on Primary Education* prove correct, an important part of the provision of basic education and other services will depend increasingly, in the poorer countries at least, on community and family initiatives.

AIMS, STRATEGIES AND OUTCOMES FOR THE INTERNATIONAL YEAR

With the proclamation of the International Year in 1989, UNESCO began immediately to participate in the preparations for the Year, co-ordinated by the United Nations Secretariat in Vienna. From 1990, the Organisation gave itself three aims:

- to strengthen the place of the family on the international research agenda;
- to raise public awareness of the fundamental role of the family in the education of children;
- to translate the general objectives of the Year into practical educational goals.

The basic strategy adopted was to move UNESCO's IYF programming from one aim to the next, so that by 1994 – in addition to the ongoing UNESCO programmes mentioned above – thirty or so operational projects for families in disadvantaged situations in the developing world could be initiated. In those projects, although the developmental aims of providing adequate health and material conditions for families with young children would not be overlooked, renewed emphasis would be placed on family education, that is, on the family as the primary educator of the child.¹ The following is a brief reminder of what UNESCO has already achieved in meeting these aims.

1. Sponsoring and publishing research

UNESCO's strategy in this area was to co-operate in research meetings and publications with NGO partners having a special interest in family issues. Thus from 1989 onwards, the Organisation was especially active in proposing studies, symposia and seminars to explore such themes as: family and development; the role of women in the family; the demographics of the family; child

1. Through affective bonds, modelling and interaction, parents or their substitutes reinforce in the child its need to communicate, to conceptualise and speak. They awaken, as no other instance can, the child's capacity for acquisition and learning, and help to provide the fair start which enables the child to enter school successfully and thereafter, the wider world of life.



development in the family environment. Among the outstanding seminars held in UNESCO during 1994 were: the colloquium *Famille et recherches* convened by IDEF; the meeting *Familles dans les bouleversements de notre temps* convened by the International Federation for Parent Education; the *World Symposium on Family Literacy* in October, convened by UNESCO and sponsored by Gateway Education Products Ltd. A list of the major books and documents in print drawn from these expert meetings may be found in Annex I.

2. Awareness-raising activities

Three major public awareness-raising activities on behalf of the IYF were undertaken in 1993/94:

- The UNESCO/ACCU (Asian Cultural Centre for UNESCO) photo contest on the family drew 10,570 entries by 4338 photographers from all regions of the world. The awards were presented officially by the Director-General of UNESCO and the United Nations Co-ordinator for the International Year of the Family, Mr Henryk J. Sokalski, during the 27th General Conference of UNESCO in October 1993. The major prize-winning entries, chosen by an international jury, were: *Blood Relations* by Chen Anding (China), *Hope* by Miguel Cruz (Dominican Republic) and *Football* by Knud Nielsen (Denmark). The exhibit will travel to major UN centres around the world, and will be housed permanently in the new Bratislava International Centre for Family Studies in Slovakia.
- An art competition *The Family Seen Through Children's Eyes* organised by UNESCO with the International Museum of Children's Art, Oslo, Norway. Thanks to the help of National Commissions world-wide, and in particular, to the Norwegian National Commission for UNESCO, the competition drew over 27,000 entries from 67 countries. The opening of the exhibition and the awarding of prizes took place in Oslo on March 23rd. An exhibition of award-winning pictures has travelled to Barcelona, Groningen, Milan, Vienna, Bratislava, and if funds permit, to developing countries which contributed significant numbers of entries. This participatory, travelling exhibition has allowed tens of thousands of other children (and their parents) to reflect on the theme of the family and to express their feelings in drawings and creative texts.
- A children's drawing contest *What our family likes to do together* organised through the UNESCO Associated Schools Project, from which an IYF calendar has been created, and sent to all Ministries of Education and Associated Schools.

As with publications, this activity of general awareness raising has decreased significantly in UNESCO's 1994 programming in favour of operational projects in the field. In the follow-up to the International Year, however, UNESCO will target more specifically professional groups and educational or children's rights issues, such as literacy in the family, parent education, child education in the family, teaching the Convention on the Rights of the Child, families and the media.

3. Support to operational field activities

By far the greater part of UNESCO funding for the International Year has been devoted to operational projects in developing countries. The aim was to initiate or support during the Year, effective, educational field projects aimed at families and young children in selected developing countries. A characteristic of this programming was the participation of UNESCO field offices which in the majority of cases have closely supervised the implementation of the activities. Through decentralisation of Headquarters funds to our offices, and through Participation Programme funding, UNESCO has been able to initiate or make inputs into significant projects in its Member States, and at the same time, strengthen national family programming and capacity building. (See Annex I: for a select list of such projects). In addition, in July of this year, the Director-General released \$500,000 from UNESCO's budget to bring relief to Rwandan refugee families, and in particular to mothers caring for children in educational sites.



FAMILY PROGRAMMING AFTER 1994

Although the main thrust of UNESCO's educational effort continues to be systemic – that is, support to its Member States to increase the efficiency and coverage of the major education sectors: basic education, secondary and vocational education, higher education – it should not be forgotten that the greater part of a child's life is lived outside the formal education context. The milieus of family and community have a profound influence both on what happens in the school system and on outcomes for children in later life. Hence, the necessity of strengthening distance and lifelong education, especially for parents.

Unfortunately, economic and social pressures are so great on families today that dysfunctions are increasingly apparent. Concerned commentators point to the contrast between the links of solidarity which bound traditional family models together and the absence of such links in our increasingly urbanised world. Witness too the huge increase in single-parent families – almost one-third of families world-wide – and their increasing impoverishment in all countries. Nor can we fail to mention the hundreds of millions of working children denied any education, or the homeless, migrant and street children fending for themselves in the great metropolises of the world.

Obviously, there are deep-rooted economic and social causes for dysfunctions in family systems, such as, poverty, social disruption, urban immigration, weak social policies and value systems which are often at odds with the more long-term demands of family life. Structural adjustment policies too have had devastating effects on vulnerable social groups – and especially on women and children in the developing world. UNESCO's approach to the family will continue, therefore, to be both social and educational, with, in addition, a strong human rights component. Equally important in its action will be networking with interagency partners, national co-ordinating mechanisms and NGOs.

1. Social Research and Capacity-building

Support of UN policy for sustainable and equitable development

In the coming biennium, UNESCO will redouble its co-operation with the United Nations system to ensure sustainable and equitable development. In opening the 18th Congress of the International Federation for Parent Education earlier this year, and again in the *Position Paper* prepared for the World Summit for Social Development, the Director-General called attention to the shameful disparity in wealth between the majority world and the North. For obvious reasons, the whole world risks great harm if minimum developmental levels are not secured and inequalities between and among peoples are not confronted seriously by the community of nations. Without minimum social support, families in poverty – living without employment in sordid surroundings such as makeshift refugee camps, poverty-stricken rural areas or city streets in which violence and drug-pushing are the rule – are forced to pour their energies into survival, and their capacity to act as educators of children or builders of community is wasted.

Research and evaluation are vital, however, if socio-cultural action toward parents and young children is to be effective. Investigations of child-rearing practices, gender issues or the real aspirations of parents, particularly in disadvantaged circumstances, need to be undertaken, and knowledge provided as to how parents are enculturated into the meaning systems of State education. In particular, the educational and cultural functions of the family need to be studied and integrated into family policy initiatives taken by governments. To this effect in the coming biennium, UNESCO will establish university chairs – in family and population studies, and in early education and family education – within universities in the developing world, and continue its UNITWIN programme of linking universities North and South. UNESCO's aim here is to build national capacity to effectively plan and execute major national policies, which take into account the educational and cultural responsibilities of families.



2. Education

Reinforcement of education programmes with important family life education components

One of the radical changes brought about by the Jomtien World Declaration on Education for All has been the renewed emphasis on life skill components in educational curricula:

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care and general physical and emotional support they need in order to participate actively in and benefit from their education. Knowledge and skills that will enhance the learning environment of children should be integrated into community learning programmes for adults².

As mentioned in Section II above, two of UNESCO's major educational programmes address the issue of family life education, namely, *Environment, population education and information for human development* and *Basic Education*. Both programmes aim to inculcate basic life skills, the former to adult populations, the second to school-going children and increasingly also, to adults. A framework for family life programming is contained in the *Facts for Life* book, produced conjointly by UNICEF, UNESCO, WHO and UNFPA. Published in almost 180 different language versions, it has become part of the formal school curriculum in over thirty countries. It is obvious, however, that more research and advocacy is needed about life-skills education as curricula in all regions still tend to remain predominantly academic in orientation.

Parenting information and education programmes

Up to the end of the nineteenth century, rural societies were largely isolated and immobile. The technological advances of this century have opened them to a host of external influences, while mass migratory movements from the countryside to the cities have transformed traditional social structures, including the extended family model and its child-rearing functions. Traditional child-rearing practices which were once taken in charge by the extended family now need to be learned and assumed consciously by young parents. Hence, the growing public demand for more information and courses on parenting and family skills, a demand

2. Article 6 World Declaration on Education for All

that the United Nations agencies cannot allow to go unanswered. The quality of the care, attention and affection given to children in the early years determines to a great extent the later possibilities of the child in both the intellectual and affective spheres. The family environment is, in fact, a key element for the success of formal education, including education for peace and democracy which rely to a great extent on values, attitudes and skills learned in early childhood.

Closer home-school links may also be used to sensitise adolescents, especially boys, to the realities of relationships and to the rewards and responsibilities of having and raising children. The abandonment of the family by fathers is a growing phenomenon in our societies, which strikes at the economic and psychological bases of the family. In many societies, men's self-image depends less on being a successful husband and father than on cultural or workplace stereotypes which are often inimical to good parenting. Yet the expressed desire of children for a father's presence, the growing impoverishment of women-headed households and the asocial behaviour of "fatherless" male adolescents in many countries should be enough to persuade education policy makers that education cannot be confined to formal subjects but should include life education modules throughout childhood and adolescence.

Systemic early childhood programming

Early childhood programmes are, in many countries, the first organised educational structures which children experience outside the home. They constitute, therefore, a privileged link between home and school. The latest educational research shows³ that developmentally appropriate programmes for children between the ages of 2 and 6 have a lasting effect on the subsequent cognitive and social development of the child, especially when followed by quality programmes in the primary school. At the same time, early childhood programmes generate a large number of successful family education programmes⁴.

The systematic provision, therefore, of early childhood programmes is an excellent investment for Member States, both with regard to children and their parents, especially when such programmes can compensate for deprived family and community backgrounds. In the coming biennium, UNESCO will encourage Education Ministries and their partners to invest in such programmes. Emphasis will be placed on State accreditation and part financing of self-sustaining, early childhood care and education programmes, which involve parents and communities to the greatest degree possible. The focus will be on developing diversified but coherent

3. See Weikhart et al. *High/Scope*, Ypsilanti, 1993

4. Zeitlin et al. *Social Sector Policy Analysis Project*, US AID, 1992



systems, on organising training and on building up national management capacity of complex, family education networks. In addition, where the need exists, UNESCO will continue, through the Participation Programme and our country offices, to fund pilot educational projects for families and young children in disadvantaged circumstances.

Among the achievements of the *International Year of the Family*, the creation within the UNESCO-UNICEF Monitoring Project, of a new early child development module is worthy of mention. Its aim will be both to measure the status of children at school-entry stage and to assess the inputs provided by families in the pre-school period and by schools in the first year. This monitoring tool will be applied on a pilot basis in Central European countries in 1995. If the experiment provides significant knowledge concerning early childhood environments and the reception capacity of first-year classes, it will be extended to all the countries participating in the Monitoring Project.

Creation of new educational partnerships

Educational research is increasingly interested in the question of building school-family partnerships in order to promote children's learning. Examples of such partnerships are many, not only in the developing world where they are customary but also within the institutionalised education systems of the North. Home-school co-operative groups have been established: to reflect on child development; to provide remedial classes for disadvantaged children; to examine school discipline; to advise about media pornography and violence; to provide child care services for younger brothers and sisters; to improve school health; to provide additional care for handicapped children and those with special needs; to undertake literacy work with refugee and ethnic minority children; to provide holidays for children deprived of family; to form debating and play groups; to combat and prevent drug abuse; to rehabilitate child victims of armed conflict; to prevent child labour and living in the streets. Such partnerships are shown to have a profoundly positive effect on attitudes towards schooling, particularly in disadvantaged communities. Many other interesting examples were cited in the recent *World Symposium on Family Literacy* at UNESCO Headquarters in which the family was seen as a major player in the drive for and maintenance of literacy. Learning to conduct outreach, however, is still in its infancy in most school systems but its potential impact on prevention and learning outcomes is very promising.

Lifelong education

Family and community participation in education, however, goes beyond supporting the work of the school and extending its educational and preventive activities. For many reasons, it is necessary that parents and adults should also have access to further educational opportunity. The immediate learning environment of the child is vastly improved and the level of education of society as a whole is raised when effective adult education networks exist. In a context dominated by rapid social change and by the expansion of scientific and technical knowledge in all spheres of life, lifelong education has become a necessity in those societies which plan to keep abreast of new knowledge, maintain cultural continuity and above all, ensure the democratic participation of all citizens in public life. UNESCO is therefore committed to helping its Member States to diversify educational systems, to expand educational opportunities for all and, through distance education and third channel support⁵, to open access to increased knowledge, culture and literacy.

3. Human rights approaches

A third line of action to be privileged is the reinforcement of human rights approaches to family life. UNESCO contributes to the monitoring and implementation of international instruments promoting and protecting the rights of the more vulnerable family members, viz. women and children, including children in risk situations or with special needs.

In November 1993, UNESCO invited the Committee on the Rights of the Child to a meeting at UNESCO Headquarters to discuss how UNESCO might best invest its limited resources in promoting the Convention on the Rights of the Child. It was unanimously agreed that UNESCO's best contribution should be made through educating children about the Convention, through organising the publication and dissemination of effective school versions of the Convention, and manuals and guidelines for teachers and educators. Attention also would be given to establishing training or awareness courses for teachers and all professional bodies who interact with children during their school period, such as, textbook writers, lawyers, police and social workers. Pilot information and participation campaigns could be undertaken

5. By "third channel" is meant the whole range of the modern media: TV, radio, newspapers, magazines, film, video, and/or the traditional media which are rooted in popular culture.



through UNESCO Clubs, Associated Schools and Ministries of Education.

With these recommendations in view, UNESCO's Basic Education Division will launch in 1995 a new initiative *Educating for the Convention*. This initiative will aim to strengthen national capacity – that of national and local authorities, the national statistics bureaus, the formal education system and of the NGOs concerned with children – so that Member States and their citizens should begin to link policies for children to Convention norms. Each country programme would be developed in co-operation with the national government and funding agencies.

The IYF motto, *Building the smallest democracy at the heart of society*, reminds us that the home should be the place where just and open relationships are nurtured. It is not acceptable that women should be denied basic human rights within family structures or be discriminated against by civil or customary laws. Such discrimination is even more improper when one considers that women provide most work within families in all geographical areas of the world, and that they are the sole income earners for children in over one-third of families world-wide. UNESCO emphasises in its programmes vigorous action in favour of women and girls – to raise their educational standards, improve earning capacity and enhance their status within families and societies. Research is clear that the education of women and their equal participation in family resources and decision-making lead to fewer, healthier and better educated children.

Where the rights of children in distress are concerned, the Director-General has been equally clear. UNESCO cannot accept discrimination against children, not to mention practices such as abandonment, forced labour, abuse or prostitution. In his New Year address of 1994, Mr Mayor called attention to the plight of children in distress, particularly to street children and children in situations of extreme difficulty. Since then, he has established two Units to pay particular attention to these children, with significant funding toward programmes on their behalf.

UNESCO has reinforced also its co-operation with the United Nations system. The Convention on the Rights of the Child, now ratified by over 150 countries, imposes the obligation on States parties to make detailed reports on implementation before the Commission on the Rights of the Child. UNESCO takes part in this monitoring process, and with the United Nations system

as a whole, encourages Member States to enact practical and enforceable laws governing gender equality, inheritance, labour regulation and access to education, health and social entitlement for disadvantaged children and families. On the fifth anniversary of the adoption of the Convention on the Rights of the Child, 20th November 1994, UNESCO assisted the Secours populaire français to launch an ambitious educational project for school children in disadvantaged zones, entitled *Compter sur tes dix droits*. In co-operation with Ministries of Education, UNESCO intends to extend this project to schools in the developing world during the next biennium.

4. Inter-agency co-ordination and collaboration with national mechanisms and NGOs

The proclamation of the International Year of the Family has resulted in tremendous interest in family research and policy. Focal points for the International Year were named in all the major United Nations organisations, over 150 national co-ordinating mechanisms and National Programmes of Action for Families were established in Member States, hundreds of research meetings held, while governments, UN agencies and NGOs greatly increased their activities in the field of family policy and programming. This wealth of activity and knowledge remains to be tapped by UNESCO in its endeavour to promote family education and human rights. In our increasingly complex world, increased networking with our UN and NGO partners is more than ever necessary. In this respect, the very fruitful co-operation between the UNESCO Secretariat and the Paris NGO Committee for the Family during the preparatory and awareness-raising phases of the International Year has been exemplary.



CONCLUSION

The family has been the locus of major social and demographic changes in this century, and the traditional family models recognisable in every cultural area are no longer unique. Yet what must be preserved in all family forms is the well-being of children. From the viewpoint of the child, it is not legal status that makes a family but the quality of parenting offered and the ability of the carers to meet the child's needs. Among those needs is that of education, which is provided by the home and the wider society just as much as by the school.

Both UNESCO and its Member States have complex educational responsibilities in all three domains. While schooling remains the primary channel of formal education, it will achieve much less if it does not have the support of the child's family, for it is within families that basic child quality is established, civic values are sown and both social and communication skills given an early start. The challenge for governments is therefore to cherish and improve their formal educational systems, and at the same time, to generate within societies a network of lifelong educational programmes to reach parents and families. Supporting the "smallest democracy" is a necessary effort if it provides children with well-being and the essential life skills and values to carry on the work of civilisation.

Annex I

UNESCO publications and documents produced for the International Year

23

Among the many articles, documents and publications, the following may be noted:

- *Le Devenir de la famille*,
with the International Social Science Council;
- *Familles en mutation*,
with the International Council for Women;
- *The Changing Family in Asia*,
UNESCO, Bangkok;
- *La Familia: objeto y clave del desarrollo social*,
a special edition of the UNESCO trimestrial review *Dialogo*
published from the Caraccas office
- *Parent Schools in China: an evaluation study*

The UNESCO NGO Group for the Family, with a membership of more than thirty NGOs, has been active also in publishing brochures and materials for the International Year. Among the brochures available are:

- *Familles nouvelles dynamiques/ The Family: New Dynamics*
- *Familles d'aujourd'hui, éducation et culture/ Families Today: Education and Culture*

A UNESCO flagship publication for the International Year:

- ***Families: Celebration and hope in a world of change*** by Jo Boyden, was generated from the Young Child and the Family Environment Unit and published in Autumn 1993 in association with Gaia Books of London and UNESCO Publishing. It is a portrait in words, photographs and maps, of the conditions and concerns experienced by families across the world at the end of our century – a kaleidoscope of cultures, diversity, traditionalism and rapid social change, with, as a background, the continued presence of the perennial enemies of family life: disease, poverty, warfare and migration. Divided into five chapters, the author examines the basic roles of the family in society, the diversity of family types, the functions of different family members, contemporary pressures on the family and the present challenge of protecting and empowering families. A select list of studies on the family is provided in addition to a listing of major family organisations. The volume ends with the text *Guiding Principles on the Family*, formulated by the NGO Committee on the Family based at the United Nations in Vienna, and presented to United Nations bodies as a preparation for a possible declaration on the rights and responsibilities of families.



Annex II

Select list of operational projects*
in favour of families and young children
prepared and/or supported by ED/YCF
during the International Year of the Family, 1994

In addition to the major programmes with important family implications mentioned in Section II of this *Report*, UNESCO at the present moment, is participating in the following projects:

Bolivia

Support for the programme *Movimiento Educativo Intercomunal* in its work with disadvantaged families;

Brazil

Support for the *Centre International de l'Enfance* initiative to establish a multiprofessional, teaching and research unit in three Brazilian universities in the field of childhood needs and community practice. Creation in 1995 of a professional diploma in childhood studies for working, decision-making professionals in child health, education, social communications, rights of the child, justice, social services. Creation in 1996 of a university degree course in childhood studies.

Cuba

Support to the programme *La niñez y la familia en Cuba*;

Ecuador

Support for *Comunicacion Educativa para la Proteccion del Nino Maltrato*;

Ecuador

Within the framework of PROCALMUC, and in co-operation with UNICEF, UNDP and UNIFEM, support for projects devised to bring literacy to rural mothers in Ecuador and improve the quality of their lives. Several pilot community centres for the care and education of young children aged 0-5 are also being developed;

Egypt

Technical support for Egyptian Government family/early childhood initiative;

* The numerous ongoing educational or cultural projects programmed by UNESCO in its Regular Program are not part of this list.

Grenada

Support for observance of the IYF, especially education in parenting skills for young mothers;

Haiti

Support for a small human rights group which works essentially with families and children;

India

UNESCO inputs to improve the educational quality of the ICDS programme;

Indonesia

Support for an inner-city programmes in Jakarta to provide educare to disadvantaged families, and in co-operation with UNICEF, to convene in 1995 a sub-regional workshop on early child development experiences in different countries;

Ireland

Support for Department of Education pilot project to establish family outreach and early childhood education centres in eight areas of disadvantage throughout the country; support for the Focus on Children socio-educational initiative for children at risk in North and South;

Jamaica

Support to the Technical Advisory Committee of the Ministry of Education and Culture to co-ordinate the Coalition for Better Parenting to improve the quality of family life and the achievement of children in schools;

Pacific States

In co-operation with the University of the South Pacific, UNICEF and the Commonwealth Youth Programme, support to a Literacy and the Family initiative in 13 Pacific States. Co-ordinated by the UNESCO field office in Apia, the project will bring NGOs and village schools together in interactive collaboration to provide for and strengthen community support for informal early childhood development programmes and family literacy;

Palestine

Strengthening non-formal family and early childhood programmes in West Bank and Gaza;

Santa Lucia

Support for the Pre-school Services of the Ministry of Education, Culture and Labour to provide training and materials in a parenting programme to reach young parents of pre-school children; a financial contribution to organise a national consultation on the changing role of the family in Santa Lucia in February/March 1995;

**Senegal**

Support for a community action research project in Dakar to develop early childhood education initiatives in Senegal;

Slovakia

Support to the foundation *Through the Children to the Family* for its project to improve the care and education of Romany children in Kremnica and vicinity.

South Africa

Contract to OMEP, South Africa, for support to programmes to improve the quality and coverage of family and early childhood programming both in the townships and rural areas.

Ukraine, Republic of Belarus and Federation of Russia

Creation of nine community centres for the social and psychological rehabilitation of the families and populations affected by the Chernobyl disaster. These "Centres of Trust" provide special support groups, therapeutic group work with children and counselling and referral whenever necessary.

Annex III
UNESCO Calendar of Events for
the International Year of the Family



<i>Date</i>	<i>Activity</i>
January-March	Decentralisation of funds to regional and country offices in support of family/childhood programmes
January-June	UNESCO Participation Programme support to national action in favour of families and young children <i>See Annex II for a select list of countries and projects</i>
19-21 January	European Research Meeting <i>Familles et recherches</i>
January-December	Associated Schools activities: <ul style="list-style-type: none">• February: Production, sending of IYF Calendar• April: Regional Brochures. <i>No to Violence</i> in the home, schools, society• Ongoing: Support to AS activities for IYF
1 March	Preparation of UNESCO contribution to UN Interagency Meeting on IYF
8 March	Address to European Pediatrics Association
16 March	Conférence-débat: <i>Enfants de l'indifférence</i>
18 March	Rencontre avec les Associations Familiales Catholiques de l'Europe
22 March	Projection de films primés lors du Festival FEE de La Ciotat, suivie d'une conférence de presse
23 March	Awards to prizewinners of World Art Competition: <i>Family Seen through Children's Eyes</i>
27 March	Address to the Fédération française des Clubs UNESCO
28-31 March	4th Annual Interagency IYF Meeting
1 April	ECD, Family Day Care Meeting Project preparation for East Europe
5-7 April	Address to International Conference on <i>Counselling in the Family</i>
April	Training grants to two administrators from LDCs to attend 3-month seminar <i>Women, family and society</i>

<i>Unit Responsible</i>	<i>Partners</i>	<i>Venue</i>
ED/YCF	UNESCO field offices ED/AO	
ED/YCF ED/AO BRX/EPP	National Commissions Ministries, NGOs	
ED/YCF	IDEF, French Republic, E.U.	HQ Salle IX
ED/HCI	Associated Schools Ministries of ED National commissions	
ED/YCF BRX/RIO	IYF Secretariat, UN agencies	
ED/YCF	E.P.A., Laboratoires Roussel	Palais des Congrès
ED/YCF	Délégation du Canada	HQ
ED/YCF SHS & CIP/CED	AFC, France	HQ
ED/YCF	Fondation Espace Enfants, Genève Délégations: Canada, Autriche	HQ
ED/YCF	Museum of Children's History, Art and Culture, Oslo Norwegian National Commission	Oslo
ED/YCF BRX/NAC	Fédération française des Clubs UNESCO	HQ
ED/YCF	IYF Secretariat, UN agencies	Vienna
ED/YCF	ICG	Budapest
ED/YCF	IRTAC, London	Munich
ED/YCF	Mount Carmel Training Centre	Haifa



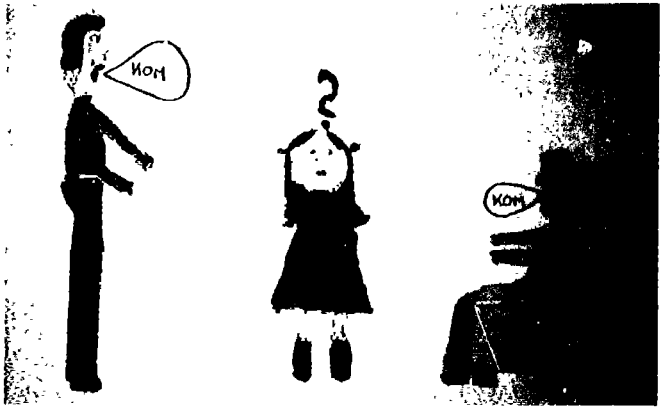
<i>Date</i>	<i>Activity</i>
April/May	Project document for Government of Portugal on Mozambique field project for families and young children <i>UNESCO has proposed to the Government of Portugal a project in Mozambique to focus on families and young children at risk.</i>
April/May	Project preparation in Burkina Faso for family education and child development. Field mission
April/May	Project preparation – <i>Famille et Éducation au Magreb</i> identification of significant local partners
April-June	Sending of brochures: <i>Familles, nouvelles dynamiques, Familles, éducation et culture et Familia et Sociedad</i>
25-27 May	Expert meeting: <i>La Familles dans les bouleversement de notre temps</i>
June	Study contract: <i>Famille et politique sociale: enjeux et stratégies</i>
June	Study contract: <i>Parent Schools in China and the Primary School: issues and strategies</i> – papers to be prepared for the 4th World conference on Women, Beijing
August-September	Formulation of research/pilot programme on <i>Home/School/Community Linkages</i>
3-5 October	World Conference on Family Literacy
18 October 1994	Address to UN General Assembly
28 October	Presentation of UNESCO prize for children's literature, Festival FEE
4-6 November	6th International Forum on Lifelong Integrated Education: Family Education
18 November	Intervention at IYF international meeting
5 December	Expert meeting: <i>La maternité aujourd'hui</i>
10 December	Échange jeunes-experts <i>Famille: Tendances, droits, dynamiques</i> Fédération française des Clubs UNESCO
15-17 December	Expert meeting: <i>Families as Educators for Global Citizenship</i>

<i>Unit Responsible</i>	<i>Partners</i>	<i>Venue</i>
ED/YCF	Accion Social, Mozambique	
	<i>The sponsoring body in Mozambique will be the Secretariat of State for Social Action (SEAS).</i>	
ED/YCF	Ministry of Social Affairs, B.F. UNICEF, Céméa, ACCT	Ouagadougou
SHS/PHD	Université de Tunis	
ED/YCF	Paris NGO Group, IYF National Co-ordinating Mechanisms, Centro UNESCO de San Sebastian	
ED/YCF	Fédération internationale pour l'Éducation des Parents	Paris
SHS/PHD	University Institutes	
ED/YCF	China Institute for Educational Research	
ED/YCF	Interagency U.S. Aid	
ED/BAS	U.S. Foundations	
NGO Group UNESCO	UN Secretariat for IYF	New York
ED/YCF	Fondation Espace Enfants Institut Universitaire Kurt Bosch	Sion, Suisse
ED	Nomura Foundation, Delegation of Japan	UNESCO HQ
CAB, ED/YCF	Conselleria de Governació Balear	Palma, Mallorca
ED/YCF	Fondation pour l'enfance Association de maternologie	UNESCO HQ
BRX, ED/YCF	Fédération française des Clubs UNESCO, Ministères, IDEF, COFRADE	UNESCO HQ
SHS/PHD	Institute of Family & Environmental Research	Budapest, Hungary

The children's drawings which illustrate these pages have been selected from among the entries to the children's art competition, *The Family seen through Children's Eyes*, organised by UNESCO and the International Museum of Children's Art, Oslo. The children were encouraged to choose their subjects freely. Very varied themes were attempted depicting the joys of children, their desires and occasionally, their heartfelt concerns.



5



6



7



8

Family problems

5.
The toiling african mother
Joachim Kusare
17 years, Tanzania

6.
"Come". "Come"
12 years, Norway

7.
Waiting for our father
Malthi Pathmaja Rajapaksha
7 years, Sri Lanka

8.
Drunken father
Nilakshi Sandamale Perera
12 years, Sri Lanka

INTERNATIONAL YEAR OF THE FAMILY

With the proclamation of the International Year, UNESCO gave itself three aims:

- to strengthen the place of the family on the international research agenda;
- to raise public awareness of the fundamental role of the family in the education of children;
- to translate the general objectives of the Year into practical educational goals.



Amicable Inc.
Saeideh Delaram
13 Years, Iran

The basic strategy adopted was to move UNESCO's IYF programme as quickly as possible to the phase of concrete action so that—in addition to participation in the rich debate on the family—practical educational projects for children and families in disadvantaged situations could be initiated. By 1994, therefore, much the greater part of UNESCO funding for the International Year was devoted to thirty new operational field projects in Member States aiming both to capacitate families in poverty and to strengthen national family education programming.

Recommendations for family programming at UNESCO after the International Year target four main fields:

- national capacity-building in family research;
- education, in particular, lifelong education focused on parenting education and the creation of new partnerships between schools, families and communities;
- human rights approaches, especially on behalf of minority families and children denied access to education;
- inter-agency and national collaboration on behalf of families.

The *Report* concludes with three annexes:

- a list of UNESCO publications, documents;
- a list of operational projects prepared for the International Year, and thirdly;
- a *Calendar of Events* outlining the main meetings and events sponsored by UNESCO in 1994.