A critical analysis on the issue of family structuring as depicted in an article at *Crescer* magazine

Uma análise crítica sobre a questão de estruturação familiar representada em um artigo da revista *Crescer*

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ABSTRACT: This article examines the construction of meanings of an article published at *Crescer* magazine, a publication aimed at mothers and fathers who have children who are between 0 and 8 years old. It proposes an analysis of textual and discursive elements based on Fairclough (2003), Christie & Unsworth (2000), Heberle (2004) from Critical Discourse Analysis, and Davies (1995) from Reading studies. The analysis departures from the concept of genre chains constituted by magazine, article, interview, dialogue, and it also develops analysis of discourse considering the three dimensions of discourse: Field, Tenor, and Mode (HALLIDAY, 1994). The way the magazine article is presented within the genre chains seems to result into a final text that positively affects the receptivity of the text by the reader. Furthermore, the analysis of the contextual dimensions of discourse shows that the central idea of the text, the division of the household chores by modern couples does not take into account its complexity, leading to a simplistic analysis of the topic raised in the magazine.
KEYWORDS: Family structuring. Parenting; Critical Discourse Analysis. Systemic Functional Linguistics. Reading.

RESUMO: Este trabalho examina a construção de sentidos de um artigo publicado na revista Crescer, uma publicação voltada para mães e pais com filhos de 0 a 8 anos de

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idade. O artigo propõe uma análise dos elementos textuais e discursivos baseados em Fairclough (2003), Christie e Unsworth (2000) e Heberle (2004) da linha de Análise Crítica do Discurso, e Davies (1995) dos estudos de Leitura. A análise parte do conceito de cadeias de gêneros constituída por revista, artigo, entrevista, diálogo e desenvolve a análise do discurso considerando as três dimensões do discurso: Campo, Relações e Modo (HALLIDAY, 1994). A forma como o artigo da revista é visto dentro de uma cadeia de gêneros parece resultar em um texto final que afeta positivamente a receptividade do texto pelo leitor. Por outro lado, a análise das dimensões contextuais do discurso mostra que a ideia central do texto, a divisão de tarefas por casais modernos, não é tratado levando em conta a sua complexidade, resultando em uma análise simplista do tema.

PALAVRAS-CHAVE: Estruturação da família. Parentalidade. Análise Crítica do Discurso. Linguística Sistêmico-Funcional. Leitura.

"As they enter the room with spirits entwined
they are a family, uniquely combined.
The warmth they share seems to fill them with pride.
They are a family, they stand side by side.
It doesn't happen spontaneously,
This family so close, emotionally.
They live and they love, always showing they care,
Through good times and bad times they share (...)" [1]

Introduction

Briefly speaking, the poem above expresses meanings that relate the idea of family to social values of unity, trust, emotional closeness, of sharing and caring, and values of love. Having said that, the term "family" has several definitions, and it has been studied in fields of knowledge as diverse as Anthropology, Biology or Social Sciences, to name a few. Taking an anthropological perspective, Lévi-Strauss defines the family as

> not by integrating the numerous factual observations made in different societies nor even by limiting ourselves to the prevailing situation among us, but by building an ideal model of what we have in mind when we use the term family. It would seem that this word serves to designate a social group offering at least three

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[1] The poem was retrieved from the website "Poetic Creations" by Marlene Rose at http://www.poetic-creations.com/store/poems-inspirational.asp?cat=14 on February 4th, 2013.

characteristics: (1) it finds its origin in marriage; (2) it consists in husband, wife, and children born out of wedlock, though it can be conceived that other relatives may find their place close to that nuclear group; and (3) the family members are united together by a) legal bonds, b) economic, religious, and other kinds of rights and obligations; c) a precise network of sexual rights and prohibitions, and a varying and diversified amount of psychological feelings such as love, affection, respect, awe, etc. (SHAPIRO, 1956, pp. 266-7).

The quote above seems to be in line with the classical works in Anthropology. According to these works, the family originated from human beings' needs for care and protection. Consequently, the organization of work amongst family members has been based on cooperation and collaboration, as reviewed by Soto (2005). Extending the classical anthropological view Soto (2005) argues that family structuring has been influenced by capitalist needs, and it reflects on the changes experienced in family structuring given the capitalist pressures for the "accumulation of capital" (SOTO, 2005, p. 1).

In this article, we focus on the theme of family in post-modern times by analyzing a particular aspect related to family structuring, namely parenting. The objective of this article is therefore to propose that the family is not only socially, but also discursively constructed, and for that we discuss the role of language in this construction while examining a text from a Brazilian magazine entitled *"Quem faz o que na sua casa?"* ("Who does what in your house?", our translation) published *in Crescer* magazine, year 2010, November issue, from *Editora Globo*, Brazil (Appendix 1).

The text hereby analyzed is a 4-page long text and under the section called "*Entrevista*" (in English, "Interview") in *Crescer* magazine. The interview is carried out with a couple from the United States, who are the authors of "Equally sharing parenting" (*Crescer* magazine, 2010, pp. 79-82), a book that can be categorized under the genre of self-help books, dealing with the specific topic of parenting.[2]

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[2] Incidentally, the November issue of 2009 of *Crescer* magazine also offers an interview section with two American authors of a book on parenting, "What Happy Working Mothers Know", (*Crescer* magazine, 2009, p. 40). Although this paper does not aim to compare the two interviews, it is interesting to note that both, the interview in 2009 and the interview in 2010,

Given the characteristics of the aforementioned text, this discussion focuses on genre, genre chain and text structure, and the analysis is guided by a Critical Discourse Analysis perspective (FAIRCLOUGH, 2003; HEBERLE, 2004). Although gender issues are not discussed in the central themes of the analysis that we have chosen to conduct, they are relevant to the general theme for the article under analysis. Therefore, gender is considered within the scope of the Context of Culture.

Analysis: Context of Culture

This analysis revolves around genre, genre chain, text structure, and gender issues. The text under analysis, "Who does what in your house?", deals with the complex issue of parenting in post-modern times. This is an issue that is affected by historical, cultural, social and economic changes, with the perception of accumulation of capital (SOTO, 2005) as something desirable or necessary. The latter seems to be a highly influential factor for parenting and family structuring.

In this analysis, we examine the manner in which the text represents the issue of parenting under the perspective of Critical Discourse Analysis (FAIRCLOUGH, 2003), with the support of Systemic Functional Linguistics (SFL) (HALLIDAY, 1994). Furthermore, key themes in CDA such as post-modernity and globalization (FAIRCLOUGH, 2003) encompass the issues related to family life, parenting, and gender present in this article.

As the aforementioned lines of thought indicate, this work is under the premise that a text does not happen in isolation from its context, therefore a text is hereby seen as a social event (FAIRCLOUGH, 2003). As social events, texts are influenced by the broad context where they are produced and

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count on the 'expertise' of American authors to 'discuss' current themes on family life and structure to a Brazilian readership. Another point worth mentioning is the connection of the topics in the two texts, more specifically, working mothers in 2009 and sharing parenting in 2010. Notice that the parenting book on working mothers had been translated into Portuguese when the interview was published, while the 2010 book on parenting, "Equally sharing parenting", has not been translated and its publication in Brazil has not been planned yet.

received, (namely, Context of Culture, and the specific context, or the Context of Situation). However, not only is the text influenced by its context, but it may also affect it, by expressing meanings that maintain, reinforce or transgress contextual values (FAIRCLOUGH, 2003). Incidentally, the social effect of texts is not straightforward, just as meaning making is not straightforward, since meaning derives from the interactions established via texts, and this kind of interaction involves variables related to the text itself, its context of production and reception, and the reader (DAVIES, 1995; FAIRCLOUGH, 2003).

The definition of text adopted by Fairclough (2003) is "broad", because it comprehends "shopping lists, newspaper articles (...) transcripts of interviews, as well as television programs and webpages" (FAIRCLOUGH, 2003, p. 3). In this sense, one may consider that the role of language is constitutive (essential to express meanings), or ancillary, in which language is not the main element to express meanings (FAIRCLOUGH, 2003). The role of language in the text analyzed is constitutive. In addition to considering the role of context, we analyze the role of language in instantiating meanings in this particular text.

Analysis: Gender issues

Traditionally in Western societies, parenting has been women's concern, while the financial support has been men's responsibility. Therefore, the discourse in "Who does what in your house?" seems to bring forth a change of perspective on parenting related to gender issues in post-modern times, since it proposes that men and women can share the financial responsibilities and parenting in modern families. The text is composed by verbal language and image, with the image depicting a white, heterosexual couple, possibly middle-class, in a domestic environment, where they share the responsibility for the children.

Despite its impression of relative equality, the image excludes many other possible ways of parenting and family structuring. For instance, it does not include one-parent families, or situations in which children are brought up

by another relative rather than their parents, nor does it include homosexual couples. Moreover, the linguistic choices from the text show that parenting is seen as the concern of both parents, but the kind of couple presented in the text is formed by a man and a woman, professional couples, probably in regular work and from a middle-class background (see Appendix 2).

Analysis: Genre – genre chains – generic structure

The text hereby analyzed is part of a wider system, that is to say, a parenting magazine. Drawing on Heberle (2004), we suggest that the text is in fact a genre that is situated in "a multimodal semiotic system composed of several genres" (HEBERLE, 2004, p. 85) [3]. As a genre, it can be conceptualized as "a way of acting in its discourse aspect" (FAIRCLOUGH, 2003, p. 216). Its discursive action is one of informing and maintaining the interest of its readership by presenting an article about a current and relevant issue regarding family structuring, that is, "shared parenting".

In a more abstract manner, as a pre-genre the text is closer to conversation, because it originates from an interview, which, as a genre, has a conversational character. However, the interview is adapted to be shown in a magazine, and such genre adaptation can be observed because the text is part of a genre chain (FAIRCLOUGH, 2003, p. 216). The text is based on an e-mailed interview with the authors of a book about shared parenting as illustrated in figure 1.

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[3] Heberle (2004) refers to Women's Magazines (WMs) "as a multimodal semiotic system, composed of several genres" (p. 85). We are using the same definition to situate *Crescer* that is a magazine directed to another kind of public: parents with children between 0-8 years old.
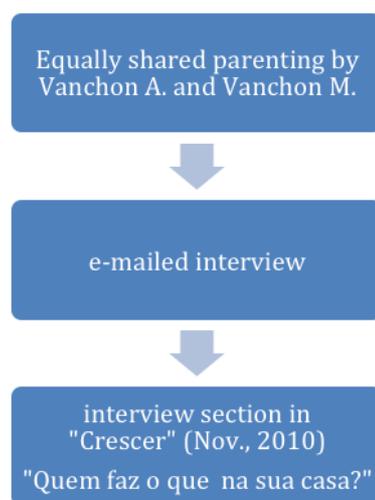
Figure 1: Genre Chains in "Who does what in your house?"

The idea behind this genre chain appears to be connected to bringing the reader closer to the authors of the book, and also to the ideas of the book, but one needs to notice that the journalist/text producer is the agent that performs this connection.

By texturing the article and translating the interview into a full article, the text producer instantiates the discourse by choosing words (verbal language) and also images (graphic and visual elements) to illustrate the text Although the term "text produced" is being used in the singular, it does not refer to a sole agent. Since the text was produced as a part of a magazine section and it exists within a whole semiotic system, several professionals contribute to its final edition and a chief editor manages the whole creation.

Given the graphic aspects displayed in the article, for instance the main picture that portrays Marc and Amy Vachon (the parents interviewed by the magazine), the title, the question and the answers, and also the boxes with "Hints for the Mother" and "Hints for the Father" (our translation), it seems that the journalist/text producer intends to disseminate the idea of shared parenting, and establish a friendly relation with the reader. The choice of question and answer in the text structure is a means of reducing the distance

between the authors of the book and the reader, for readers could identify themselves with the role of the interviewer. The main picture and title make the topic of the article explicit, whereas the use of the boxes offers a summary of the main subtopics of the article, thus reading is facilitated. In fact, one could say that the reading path is thereby guided. Therefore, the role of the journalist/text producer is vital.

Drawing on Fairclough (2003), we propose that the journalist/text producer is therefore a social agent. Social agents have their actions impacted by social structures and social practices, but these actions are not exclusively determined by social agents[4]. Constraints from the language system, genre conventions do exist, although the agent has some room to maneuver. Thus, the agent is the one who actually textures a text, combines elements. In the specific case of the article "Who does what in your house?", the journalist/text producer, who, incidentally, is a woman, proposes and words the questions, and by doing so she chooses which themes and aspects related to shared parenting to include and which ones to omit (FAIRCLOUGH, 2003). She actually shapes the discourse and chooses how far the reflection on the theme of parenting will go - unfortunately not that far according to the present analysis.

Analysis: Context of Situation

For the analysis of the Context of Situation, we intend to briefly consider the variables of Field, Tenor, and Mode and look at them in more detail (HALLIDAY, 1994; CHRISTIE & UNSWORTH, 2000; EGGINS, 2004). With the purpose of offering an overview of what the Context of Situation entails, we draw on Christie and Unsworth (2000). Table 1 shows how each variable affects the meanings instantiated, the realities constructed, the dimensions of meaning, and the grammatical systems that are central to each variable.

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[4] Definition of social practices: "social practices can be thought of as ways of controlling the selection of certain structural possibilities and the exclusion of others" (FAIRCLOUGH, 2003, p. 23).

Contextual variable	Metafunction (meaning)	'Reality construal'	'Work done'	Grammatical system
FIELD	Ideational	Reality	Representing our experience of reality	TRANSITIVITY
TENOR	Interpersonal	Social reality	Enacting our social relations	MOOD
MODE	Textual	Semiotic reality	Presenting messages as text in context	THEME

Table 1 - Framework based on Christie and Unsworth (2000 p. 6)

Analysis: Context of Situation – Field

As Table 1 indicates, Field regards the reality or topic that is being represented in the text. In the case of "Who does what in your house?", the topic is shared parenting, which concerns family life. The variable of Field relates to what Fairclough refers to as Action (2003), because the interviewer is giving her potential reader some information. Thus, she is mediating the action by eliciting information that is perceived as relevant to her readership.

Analysis: Context of Situation – Tenor

Tenor is the variable that deals with the interaction between the text, the journalist/text producer and the text receivers, or audience. A central system that contributes to interpersonal meanings is the mood system (CHRISTIE & UNSWORTH, 2000). It concerns the interactions the text-producer and his/her audience engage in, which can be declarative, interrogative, and imperative statements (FAIRCLOUGH, 2003).

Modality is also worth mentioning, and it refers to the use of modalities of need, obligation, possibilities and probabilities (FAIRCLOUGH, 2003). Their use regulates the relationships set between "author and representations" (FAIRCLOUGH, 2003, p. 219). Table 2 gives an idea of Mood and Modality expressed in two specific sections of the text, that is to say, the boxes on pages 80 and 82 of the magazine (see Appendix 1).

BOXES	*Dicas Práticas para a Mãe* **(Practical Hints for the Mother – our translation)**	*Dicas Práticas para o Pai* **(Practical Hints for the Father – our translation)**
MOOD	4 imperative modes (2 affirmative; 2 negative) 2 justifications	4 imperatives (1 negative); 1 justification
MODALITY		2 instances of modalization

Table 2 - Genres and Action Grammatical mood in the "hint boxes" section based on Fairclough (2003)

The "hint boxes" section is a special feature of the text inasmuch as it draws the reader's attention and offers a summary of the central ideas in the text. The fact that there is a box for fathers and another for mothers symbolizes the idea of equality between the parents, which we would say is a positive idea; nevertheless, the "Practical Hints for the Father" are more modalized than the "Practical Hints for the Mother". The balance of number of items of hints is almost equal and so is the use of imperatives. There are some examples of Mood and Modality in the hints as shown in Table 3.

Practical Hints for the Mother	*Durante a licença maternidade, <u>deixe</u> algumas tarefas (como dar banho e cortar unhas) para o pai fazer quando ele voltar do trabalho.[5]* (Imperative mood)

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[5] During maternity leave, <u>leave</u> the father some tasks (such as giving a bath, trimming nails) that he can do when returning home from work. (Our translation)

	Não o deixe de fora das decisões, das mais simples às mais difíceis.[6] (Imperative mood – negative form)
Practical Hints for the Father	*Se seu filho acabou de nascer, tente ficar em casa o maior tempo possível.*[7] (Hypothetical modality and Imperative mood).
	... veja se é possível trabalhar meio período nesse começo.[8]
	(Imperative mood and Hypothetical modality)
	Leve a criança para passear de carrinho – sozinho.[9]
	(Imperative mood)

Table 3 - Examples of Mood and Modality in the "hint boxes" section of *Crescer*

In general terms, Mood predominates in the "Practical Hints" for both Mother and Father as in "leave the father some tasks…" and "do not keep him out of decision-making", whereas Modality is seen in hypothetical meanings in "if your child has just been born" and "check if it is possible". As a result, commitment to the truth (FAIRCLOUGH, 2003, p. 167) seems to be attenuated in the "Practical Hints for the Father" in comparison to the ones for the mother.

Analysis: Context of Situation – Mode

Mode relates to the textual meanings, or the role of language in discourse (CHRISTIE & UNSWORTH, 2000). As previously mentioned, language is constitutive in this text: the mode is written, the genre is an interview, which is traditionally a spoken interaction. However, in the case of the text under analysis, it has been adapted for the printed form, using written verbal language, images and graphic features. In this way, the interview can 'travel' through space and time and reach a wider audience.

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[6] Do not keep him out of decision-making, from the simpler to the more difficult ones. (Our translation)
[7] If your child has just been born, try to stay home for as long as possible. (Our translation)
[8] ... check if it is possible to work part-time during this initial phase. (Our translation)
[9] Take the child out in the stroller - alone. (Our translation)

As regards other possible classifications involving the genre "interview", drawing on Burns (2001), we consider that an interview is a type of spoken interaction. Having said that, the text that is being examined is not exactly a spoken interaction, since it is information-oriented and may come under the category of pragmatically motivated encounters. Some of the concepts related to Exchange Structure Analysis are worth mentioning, for instance: as "gate-keeping status", "turn-taking", and "turn types" (BURNS, 2001, p. 135) as can be seen in Table 4.

Constructs	Examples from "Who does what in your house?"
Gate-keeping status	The interviewer – mediation
Turn-taking	No competition for turns; no overlapping; cooperation.
Turn types	Adjacency pair: Question and answer; no feedback; predominance of preferred responses; no dispreferred responses; only one instance of the interviewer challenging and answer and another of the interviewer hypothesizing over an answer.

Table 4 – Framework of Exchange Structure Analysis based on Burns (2001)

From the interview aspect it is possible to recognize the text producer/journalist's gate-keeping status, as she proposes the questions, selects the topics that are covered in her answers, and chooses to accept the answers given or not. Furthermore, the text producer/journalist is introducing the book, "Equally Shared Parenting", and its authors to the public, conducting the interview, transcribing the interview, possibly operating in two languages as the authors are American and the transcribed interview is in Portuguese. Thus, she moves from book to authors, to e-mailed interview to article. This is a complex move in space and time, which, according to Fairclough (2003), is a feature of globalization that is "facilitating the exercise of power" (p. 31).

The journalist/text producer operates this genre chain, which moves from the United States to Brazil, covering issues of parenting across two distinct

societies, thereby transporting values that are perceived as global to a local reality, using mediated interaction rather than face-to-face communication. It is worth mentioning that mediated interaction is typical of the information society (FAIRCLOUGH, 2003).

Additionally, the article borrows some features of the generic structure of news reports (FAIRCLOUGH, 2003), presenting a headline and a lead paragraph, whereas the other elements of the article (i.e., illustration and box sections) are more commonly found in magazines. The generic structure, in a way, influences reading given its easily recognizable features that help readers generate predictions, which in turn, facilitate reading. In addition, the text format serves the purpose of making the text interesting to the reader.

Observing the text as a macrostructure, it is possible to classify its structure as a problem-solution one. Once more, the journalist/text producer plays a major role, for she textures the problem and elicits the solution. The problem is built up via the headline, summarizing paragraph, the first paragraph and the questions, all of them carried out by the journalist. The solution is instantiated in the answers offered by the authors that are interviewed by the journalist, but her questions limit the information that the authors give. In this sense, the journalist/text producer shapes the problem and the solutions too, particularly because the majority of the questions are the type of "how questions", and those presuppose that there is a problem but there is also a solution (FAIRCLOUGH, 2003). The questions simplify the issues related to sharing parenting, which is in fact, a complex issue.

Final Remarks

Certainly, the text selected for this article allows and deserves further investigation. Given its length and complexity, we decided to consider the broad aspects of genre and text structure, and limit the level of detail in the analysis of the Context of Situation. Therefore, the three variables of Field, Tenor, and Mode could be analyzed in more detail in further studies.

In terms of suggestions, we would think that a deeper analysis of Field and Transitivity System, with a focus on the participants and processes might elucidate gender relations, a theme that was not well explored in this article. Still in Field, the aspect of nominalization could also reveal interesting meanings. Another possibility would be to consider the interaction between images, graphic aspects and verbal language under the perspective of visual grammar, as these aspects were only superficially considered given the choices we made throughout this article.

To sum up, in "Who does what in your house?", a current and complex issue such as parenting and family structuring is reduced to a problem-solution structure. It is displayed in a genre chain that connects a book to an e-mailed interview, which in turn, is expressed in a magazine article supported by graphics and images. We would suggest that the text structure frames the issue and makes the article as something easily "digestible", in a way that is likely to be aesthetically appealing to the reader since its vehicle is a glossy magazine. *Crescer* magazine offers a service, namely, it offers information. In this particular case, the text will probably arouse interest in the intended audience, but unfortunately, it presents the issue as simplified and generalized. As a result, family structuring becomes a global issue and parenting is made into a generalized and, ultimately sellable idea.

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Appendix 1

Practical hints for the mother:
- During maternity leave, leave the father some tasks (such as giving a bath, trimming nails) that he can do when returning home from work.

- Do not keep him out of decision-making, from the simpler to the more difficult ones. In some cases, it will be easier to solve everything when you have more than one person thinking together.
- Do not remind him of what he needs to do (unless it is an emergency), do not prepare anything, such as a snack or a bag with spare clothes when he goes out with the children alone.
- Alternate the days in which each one of you will wake up to attend to the child who is crying. Even if he says that he does hear the baby, you will see how the problem of "selective hearing" he seems to be improving! (Our translation)

Dicas práticas para o pai:

• Se seu filho acabou de nascer, tente ficar em casa o maior tempo possível. Além da licença-paternidade, tire férias, use dias do banco de horas ou veja se é possível trabalhar meio período nesse começo.
• Não use o seu trabalho como desculpa para não acordar de madrugada e acalmar o bebê.
• Leve a criança para passear de carrinho – sozinho. É um tempo para vocês dois se conhecerem melhor e para a nova mãe descansar.

Practical hints for the father:
- If your child has just been born, try to stay home for as long as possible. In addition to paternity leave, take holidays, use the hours of leave you have accumulated or check if it is possible to work part-time during this initial phase.
- Do not use your work as an excuse not to wake up in the night and soothe the baby.
- Take the child out in the stroller – alone. This is a time for you to know each other better and for the new mum to take a rest. (Our translation)

Appendix 2

Lexical choices – gender, social class, professional status

Linguistic choices	Gender	Social class	Professional status
Ajustes na rotina de trabalho. (Adjustments to work routine)*			People who are employed and are able to adjust their work schedule
O chefe (the boss)*	In English the term is "boss", which is neutral, unlike the term in Portuguese. The choice of the journalist was to use the masculine form in all instances of the		

word in the text.

Achamos que as **empresas** *estão reconhecendo os benefícios de permitir que seus* **empregados** *organizem seus próprios horários.* (We believe that **companies** are acknowledging the benefits of allowing their **employees** to organize their own schedule). *		
Vale **contratar** *uma* **babá** *para passar a noite na sua casa.* (It is worth **hiring** a **baby-sitter** to spend the night in your house). *		*Contratar uma babá.* (To hire a babysitter). *
O homem tem que entender que a carreira da parceira é tão importante quanto a dele. (The man needs to understand that his partner's career is as important as his own). *	Moving towards gender equality.	
É preciso começar a pensar em ambos parceiros como provedores de igual importância. (We need to start to think of both as partners and providers of equal importance). *	Moving towards gender equality.	
Para o casal, é a chance de ter uma parceria com pilares verdadeiros. (For the couple, it is the chance to have a partnership on real pillars). *	Moving towards gender equality.	
Em que um compreenda e entenda completamente o outro (In which one understands the other completely). *	Moving towards gender equality.	

* Our translation.

Appendix 3

Constructing equality - Discourse- Shared Parenting

Language	Meanings
Casal (couple)*	Limiting the agents
A entrevista, concedida por e-mail, foi escrita pelos dois, **juntos.** (The interview, given by e-mail, was written by both, **together**). *	Idea of unity
A mãe pode chegar em casa primeiro *às segundas e quartas-feiras para conseguir fazer o jantar nessas noites,* **e o pai sair mais cedo** *às terças e quintas-feiras para se encarregar da cozinha.* (**The mother can arrive home first** on Mondays and Wednesdays in order to be able to prepare dinner in those evenings, **and the father may leave earlier** on Tuesdays and Thursdays to be in charge of the kitchen)*.	Equal possibilities
Se alguém percebe **que ele ou ela** *está fazendo a mais, então essa pessoa pode trazer o tema para* **discussão**. (If anyone realizes that **he or she** is doing more, then this person may bring forth the theme for **discussion**)*.	Alternative
Ele *precisa estar disponível às crianças* **tanto quanto** *a sua mulher.* (**He** needs to be available to the children just **as much** as **his wife**)*.	Equal duties
Tendo mais tempo para ficar em casa, eles não precisariam de uma babá. (Having more free time to stay home, they will not need a baby-sitter)*.	Equal needs
Trocas (Exchanges)*	Strategies, suggestions
Projeto de vida (Life Project)*	Desirable

* Our translation.