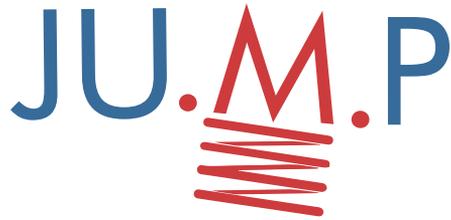
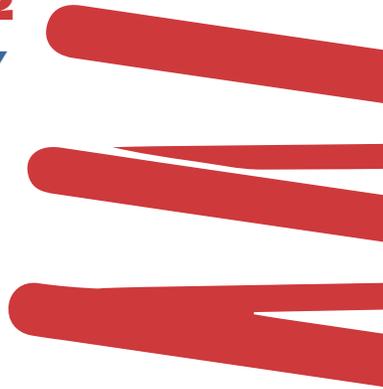


Juggling Motherhood & Profession



TRAINING COURSE

UNIT 2
THE COMPLEXITY
OF THE PARENTAL ROLE:
SOCIO-ECONOMIC
BACKGROUND, MIGRATION
AND MULTICULTURALITY



Co-funded by the
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*Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for adult education
Intellectual Output 3 – Unit 1*

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1. THE J.U.M.P. PROJECT

JUMP – Juggling Motherhood and Profession- is a strategic partnership for adult education funded by the Erasmus + Program of the European Union. It is a transnational learning network made up of professionals from the social sector, experts, and university students from Italy, Croatia, Greece, and Spain. The main purpose is to share and experiment innovative practices of social support, coaching, and guidance, thereby providing groups of vulnerable mothers with innovative social support methods adapted to their complex conciliation needs in order to increase their employability.

In addressing requests for help from vulnerable women, social workers face particularly difficult challenges, seeing as they need to:

- Work on women’s employability in order to make them able to cope with job demands by offering training, guidance, and coaching services.
- Facilitate the entry or reintegration of women into the labour market.
- Deal with issues related to one’s family background and relational inclusion that often constitute a key issue (often implicit) that hinders participation in the labour market.

The JUMP project fits into this context with the aim of:

- Increasing the ability of social professionals to frame the requests for help according to the social, cultural, and relational roots of the beneficiaries.
- Providing social professionals with the tools necessary to comprehend the complexity linked to the reconciliation of family and work, also through an understanding of reconciliation that goes beyond the mere provision of family care services.
- Planning and testing innovative pedagogical methods of orientation and empowerment of women in the JUMP partnership countries (Italy, Croatia, Greece, and Spain) and sharing them outside the working group, to better address the issues related to the reconciliation between work and family, to parenting practices, relational inclusion, and employability.

The innovative training modules designed within the JUMP project are addressed to:

- a. Professionals in the social sector (e.g. educators, social workers) who work to facilitate labour market participation of vulnerable social groups.
- b. Vulnerable women (e.g. low-income, low-skilled, immigrants, single mothers) with young children who have never entered the labour market, or who are experiencing an interruption of their working career or working in low-skilled and unprotected jobs.

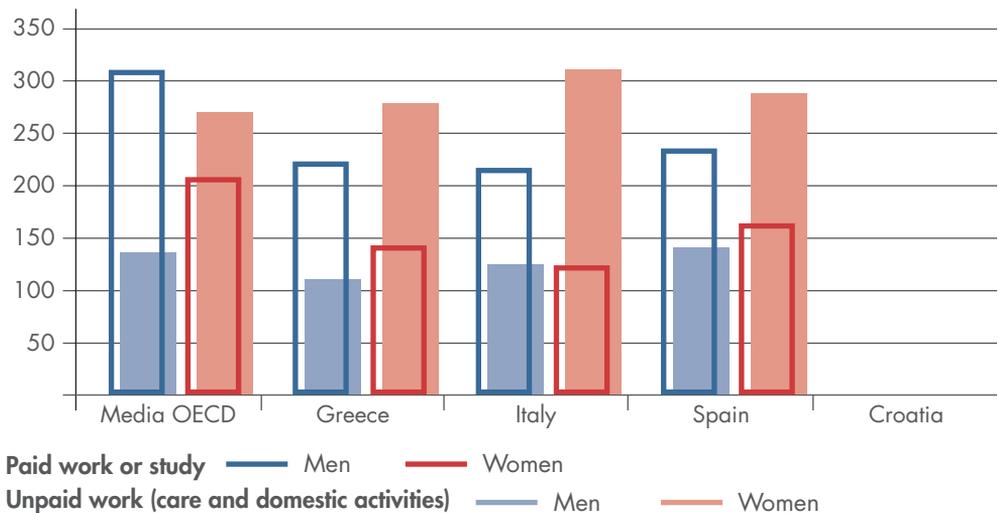


2. A COURSE OF ORIENTATION AND COACHING FOR VULNERABLE WOMEN WITH CARETAKING RESPONSIBILITIES

2.1. REFERENCE CONTEXT

Reconciling responsibilities of caretaking and work is a challenge for women who become mothers in almost all the OECD¹ countries (OECD 2007). In fact, in the distribution of responsibilities within the family, women are in charge much more, compared to men, of the caretaking tasks regarding the care of children, the elderly, and people with disabilities, as well as being responsible for the domestic activities (Fig. 1).

Fig. 1 Minutes per day spent on work and study activities, and caretaking and domestic activities by gender, the OECD average, and JUMP countries.



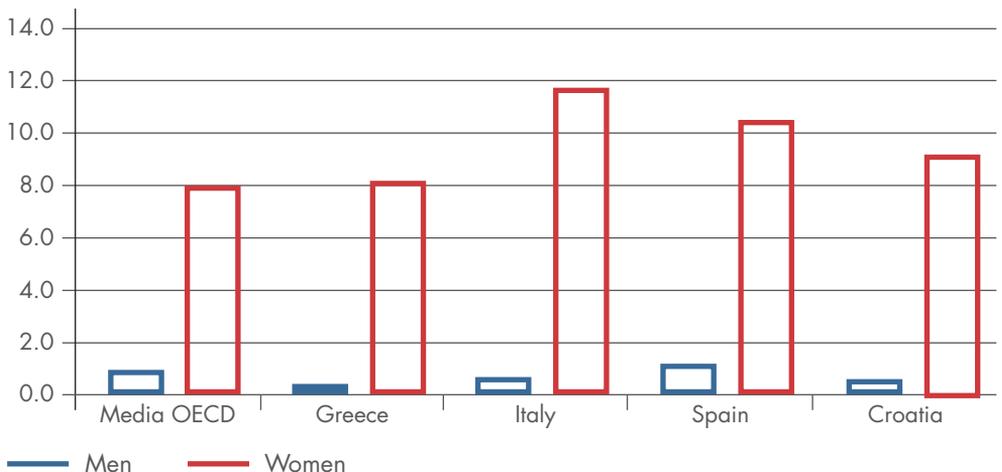
Source: OECD, Time use surveys, latest data available

¹ OECD (2007), *Babies and Bosses - Reconciling Work and Family Life: A Synthesis of Findings for OECD Countries*, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264032477-en>

Women who become mothers have a higher probability of losing their jobs or have a working career negatively conditioned by maternity. Even more so if the woman is not included in the world of work because she has never entered it or has been excluded from it in some way, thus she will find it even more difficult to enter it after motherhood (Fig. 2).

An important aspect to take into account concerns families in which only one of the parents is employed, because they are at greater risk of poverty and child poverty. Poverty in these cases does not depend on the absolute lack of work but on the insufficiency of income with respect to family needs. Furthermore, the situation worsens for immigrant women and single-parent families, as well as for families that have very poor networks of relationships and cannot rely on the help of relatives, friends, or other informal actors (see Output 2 of the JUMP project, available at www.jumpproject.eu/output/). In this context, facilitating women's access to employment leads to an increase in household income, thus reducing their risk of poverty, including that of the children present.

Fig. 2 Unemployed population due to family and caretaking responsibilities, EU average, and JUMP countries in 2017 (% population aged 15-64).



Source: Our elaboration of Eurostat-LFS data



Social workers who work in active labour policies and who intervene on vulnerable people encounter a complexity that makes it difficult to integrate or reintegrate these women into the work market. In fact, the objective is not only to help them find a job, but above all, to find solutions of reconciliation so that the woman can also dedicate some time to work and to the construction of her working career, thus reducing the risk of poverty and social exclusion.

Therefore, it is necessary to experiment new paths to be able, on the one hand, to provide intervention tools useful to operators and to make their intervention more appropriate and effective for complex situations and, on the other, to help women find an opportunity to improve their life situation and that of their family.

The JUMP project proposes contents and methodologies to support both the trainers and those who can use them. In particular, JUMP intends to enrich the instruments of the trainers by taking into consideration aspects considered fundamental for the success of the support paths for vulnerable women, by means of an experiential path of needs analysis, support in improving one's resilience skills, and the formulation of a new planning.

2.2. THE TRAINING PROPOSAL

From the analysis carried out in the early stages of JUMP and summarized in Outputs 1 and 2 (see www.jumpproject.eu/output/) and from the experiences carried out by the project partners, 4 issues have been identified as fundamental for those who have to offer coaching and orientation activities to vulnerable women with caretaking responsibilities. These issues have been detailed in 4 different booklets for social professionals, with the following titles:

1. Reconciliation and enhancement of proximity networks
2. Complexity of the parental role. Socio-economic background, migration, and multiculturalism
3. Development of Soft Skills
4. Welfare: conciliation policies and instruments

These four focuses are considered fundamental for increasing the empowerment of both the social professionals and the participants involved, for various reasons, summarized below.

1. Centrality of proximity networks: it is necessary to work on the importance of relationships at different levels, on their recognition, use, and strengthening. Promote opportunities and support the achievement of the participants' autonomy through the construction (and maintenance) of networks. This means increasing their ability to cope with hardships and difficulties, and promoting forms of confrontation, exchange, and active inclusion.

2. Complexity of the parental role: in the word parenting we should find what the society of belonging expects from adults as parents, what is considered essential in supporting their role. The cultural, social, and economic context of reference highly influences the parenting style, also through the transmission of gender stereotypes, thereby creating different roles and rules within that small society called family.
3. The Importance of soft skills: these are “transversal skills”, or rather those abilities that bring together personal qualities, attitude in the workplace, and knowledge in the field of interpersonal relationships. Soft skills are becoming increasingly important in the selection process and job placement, sometimes they are preferred to technical skills because they increase the probability of a person’s success. It is essential to know how to recognize one’s skills and develop them to increase one’s level of employability.
4. Relevance of welfare policies: it is necessary to acquire knowledge of public measures and instruments, as well as existing care services that can support reconciliation. It is necessary for the person to be informed of what exists at the level of national policies, territorial services, and legal facilities. Often, if a person does not know about the opportunities, they cannot take advantage of them and, therefore, cannot break the chain of poverty in which they find themselves.

2.3. METHODOLOGY

The definition of “social professionals” used in JUMP brings together a multiplicity of professions that work with vulnerable people, wanting to explicitly recognize the importance of adopting a multidisciplinary perspective on orientation, accompaniment, and social support. Therefore, they fall within the definition of social professionals: social anthropologists, social assistants, counselors, educators, trainers, mediators, guidance counselors, therapists, psychologists, et al. All of them are addressed in the JUMP booklets.

The social professionals have the role of **trainers** when they experiment with the activities proposed in the different booklets. Trainers must have skills in managing a group, and in particular they must know how to govern the dynamics of a heterogeneous group in situations of social and economic hardship.

The training proposal is presented and organized in the 4 booklets for trainers, offering elements to deepen the individual issues (chapter 3) and methods and instruments for implementing and experimenting them through group work (chapter 4), thus creating a flexible modular training path consisting of 5 meetings.



The methodology proposed is participatory and active and is based on the stimulus used by the trainers to bring out the experiences and reflections of the participants, by enhancing them and projecting them in a logic of activation and planning, all in a climate of non-judgmental confrontation and listening.

For the participants, the exclusive model of the individual taking charge is overcome through the group. In fact, activated with this methodology, the group is a dimension that:

- welcomes;
- helps to reduce anxieties and difficulties;
- encourages comparison by establishing a peer to peer relationship of openness and trust that allows the sharing of problematic experiences and the expression of opinions;
- manages any conflicts by returning to the values of knowledge and mutual respect;
- stimulates personal activation;
- helps the broadening of their own representations;

2.4. CHARACTERISTICS OF THE TRAINING PROPOSAL

The JUMP training course was designed to be a tool to be adapted based on the resources, characteristics, and needs of both the participants and trainers. Therefore, it is a modular path made up of various components in which the order of the discussion of the topics and the use of the tools depend on different variables, including:

- the expected results;
- the characteristics and number of participants;
- the setting (place, time, relational climate, equipment, ...);
- the methodology used.

The topics addressed in the different booklets are connected and related to one another and the training module is designed to be administered in full.

In particular, the topic of parenting appears to be transversal and represents the leitmotif of the path. In fact, this content constitutes a point of reference and returns in the topics addressed in each booklet; this transversality is confirmed by the parental role shared by all the participants. In the experimentation of the training course in the 4 JUMP countries (Output 3; see www.jumpproject.eu/output/), in the sessions, the influence of this topic clearly emerged through the stories of the women/mothers.

However, the topics of the 4 booklets have been constructed in such a way that they can also be proposed exhaustively singularly, in particular as regards the topics: soft skills, welfare, and proximity networks, so that they can be adapted from time to time to the needs and objectives of the trainers and participants.

In summary, it is possible to organize the training course freely, with regard to the treatment of the modules, by following the order considered most appropriate in relation to the different training needs.

2.5. ORGANIZATION OF THE TRAINING ACTIVITIES

In order to better identify the tools and methods to be used during group activities, it is suggested to collect the description of the family and personal situation of each participant through a summary data collection form (family situation, origin, age, work experience, level of literacy and language skills ...).

It is possible to schedule an initial interview to get to know the person and their personal and family situation directly and to identify their needs and have a final interview that allows the verification of which objectives have been reached and which ones still have to be supported.

Finally, a follow-up group meeting can be organized (at least one month after the end of the training activities) in order to identify and enhance every form of the participants' activation, thereby, through the example, stimulating the women who are encountering difficulties in the change and bringing further informative contents that are useful for the whole group.

2.6. ROLE OF THE TRAINERS AND CULTURAL MEDIATOR

For the organization and management of the activities, the presence of two trainers is proposed, who can decide how to take action during the activities by taking turns in the presentation of the same and in the management of the classroom, and by observing and monitoring the climate.

Depending on the characteristics of the group, the presence of a person dedicated to mediation can support trainers during the activities, integrating what is proposed and supporting the participants for a better understanding and a more active participation, in a climate of trust and non-judgmental listening.

Where deemed appropriate, the direct testimony of experts can also be proposed, depending on the topics being dealt with.



2.7. TIPS ON USE OF THE TOOLS

Each booklet contains various operational tools from which it is possible to choose based on the characteristics of the group and the time available.

Each tool, when called for, is identified with a specific icon:



Brain storming



Interview



Follow up



Intervention by expert, official, ...



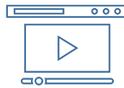
Group work



Questionnaire form



Role playing, simulation



Videos, slides



Visiting a structure, service ...

It is possible to establish the order of presentation of the proposed topics depending on the composition of the classroom and the priorities that arise. Starting from the topics dealt with, it is useful to integrate the instruments with updated materials or relevant to specific situations.

Lastly, it is also possible to carry out an experimentation on mixed groups, thus favoring a comparison in the group between different perceptions and experiences of women and men, sometimes influenced by gender stereotypes.

2.8. SUMMARY

The experimentation of the training meetings in the 4 JUMP countries confirmed that the choice of the four topics (proximity networks, parental role, soft skills, welfare policies) responds broadly to the objectives of the project. They represent a good formative hypothesis aimed at offering a path of growth and empowerment for vulnerable women with caretaking responsibilities that can be found in different phases of their life cycle, but which have in common the fact of being mothers with young children and/or being a caregiver of elderly and/or disabled family members.

From the feedback received following the experimentation, from both the social professionals and the participants involved, we have highlighted the results illustrated below.

The focus groups carried out with social professionals and the experiments conducted by the trainers highlighted the usefulness of a training course with theoretical contributions and practical exercises that:

- allow to go more in-depth and adaptations;
- leverage the possibility of implementing a change also through mutual learning between the participants and the trainers;
- activate a circular process of exchange and growth;
- enhance group management skills when addressing issues that involve not only thoughts but also strong emotional involvement;
- develop a process of belonging and inclusion towards acting as a community.

For the participants, the added value highlighted regarded:

- having found support and encouragement in a non-judgmental climate, to strengthen one's self-esteem, knowledge, and awareness of value of one's skills, and autonomy;
- having developed proximity both in responding to their own needs and in activating community ties;
- having found stimuli and "fitting" tools, suited to their own characteristics.

The training was carried out in different countries and contexts and this made it possible to insert different ideas and approaches in the methodology, selecting and adapting the tools to the context and expanding the possibility of the results.

In particular, all the project partners considered it effective to deal with the issue of soft skills not only with women who already entered or are in the process of entering the labour market, but also with those who for specific moments in their life or for cultural, family, etc. factors, are (still) far from it.

It has also been proven that this experience, given its modular nature, can also be proposed in training courses that are already structured.

Despite the persistence of difficult conciliation conditions for those who want to enter or re-enter the labor market, it has been observed that the issue of reconciling personal, family, and professional life is not currently considered crucial and of general interest. It is dealt with sporadically, also according to the territorial specificities, and only in some particularly structured and solid productive realities. The struggle that women lead to deal with and overcome discrimination, which places them in situations of isolation and poor recognition of their abilities and potential, is still widespread and rooted precisely because of their "natural" role as the main caregivers.



The JUMP experience offered women a good means to become aware of their own needs and above all, of their resources; in fact, it was found that this framework generated a change of perspective in the participants: from a kind of thinking oriented to “doing”, typical of a mother’s role, to the awareness of oneself as having transversal skills and potential.

In fact, the training became an opportunity to stop and take time to focus on themselves and look to the future; the learning that resulted has led to an awareness capable of generating and maturing their thinking about planning, whether short or long term.

In some situations, the training path allowed there to be a transition between a situation of complete irreconcilability (for cultural reasons, persistence of gender stereotypes or phases of life or personal motives) to a possible conciliation phase (albeit by accepting laborious activity, which, more than balance, involves a sort of tightrope-walking, or juggling - as the title of the project suggests); when their process of awareness, activation, and autonomy becomes more solid, it will be possible to achieve the desired and more balanced goal suggested by the English term “work life balance”.

The training modules were implemented through the collaborative work from four different countries:

Italy is represented by the **Ufficio Pio of the Compagnia di San Paolo** (project coordinator; www.ufficiopio.it) which has a long and deep-rooted tradition of involvement in philanthropic activities and European experience, by the University of Turin-CirsDe (www.cirsde.unito.it/it) with research skills on the issues of female employment and conciliation and **ETA BETA s.c.s.** (www.etabeta.it), a social cooperative for training and job placement, with experience in conciliation issues, which contributed to the design and testing of the tools developed both with social and guidance workers and with vulnerable women.

Croatia is represented by **CESI** (<http://cesi.hr>), an organization that is expert in the realization of projects related to gender equality and aimed at improving the situation of women in the labour market.

Spain is represented by **Fundacion Senara** (www.fundacionsenara.org) which has contributed to the design and experimentation of tools developed with social workers and with a sample of vulnerable women.

Greece is represented by the **EEO Group** (www.eeogroup.gr) which is active in the implementation of local actions for the social integration of vulnerable groups and **KMOP** (www.kmop.gr) which has contributed to the design of the tools and their experimentation with social workers and vulnerable women.

3. UNIT ON THE PARENTAL ROLE, SOCIO-ECONOMIC BACKGROUND, MIGRATION AND MULTICULTURALITY

Becoming parents is a crucial transition towards adult life, not only because it indicates the transition from couple to family, but also because it marks a turning point in the lives of individuals which, unlike other transitions, is no longer reversible.

In particular, the first pregnancy and the imminent transition to motherhood and paternity are events that bring about a process of redefining the personal and social identity of the protagonists².

The decision to have one or more children, and on how to raise them, may appear to be an intimate and private matter, but in reality it takes place in a context of socially structured expectations, supported to a greater or lesser extent also by social policies relating to cost, care, and raising children. Choices and decisions that respect the cultural, economic and social context in which the family lives³.

Currently what seems to have changed is the very essence of being a parent, what La Rossa in 1981 calls **“the work of parenting”**. Parents are no longer expected to give only care and support for growth, but they are expected to have skills and competences for a balanced emotional, cognitive, and physical development of the child⁴.

The concept of parenting includes a series of parameters, including educational ones, and is influenced by reference regulatory models regarding what it means to be a “good father” or a “good mother”. For example, how parents breastfeed or feed their children, what they read and how they play with them, what rules they set, etc.

‘Expert’ knowledge also contributes to the reference models: think of the role of pediatricians that calls forth an image of appropriateness, but also that of other figures with whom one interacts, such as teachers, social workers, etc.

² Naldini M. (a cura di) (2016), *La transizione alla genitorialità. Da coppie moderne a famiglie tradizionali*, Bologna, Il Mulino

³ Biehal N., Ellison S., Baker C. e Sinclair I. (2010), *Belonging and permanence: Outcomes in long term foster care and adoption*, London, BAAF

⁴ Naldini M. (edited by) (2016), *The Transition to Parenthood. From Modern Couples to Traditional Families* Bologna, Il Mulino



The country of origin, the personal experience of the parents (as children and as social actors), the society, the culture of origin, and the intergenerational relationships all contribute to parenthood and must be considered in an action of accompaniment and educational development.

Today in our society, becoming parents is no longer a given, on the contrary it is characterized as the result of a desire, of a choice shared between the partners. It is really the “Culture of choice” that has generated society’s role expectations with respect to parenting skills.

The concept of “**parenting skills**” is increasingly described in psychological, cognitive and/or affective terms, and seems to have lost its original, purely pedagogical connotation which calls into question the specific role of education in training processes, knowledge, and in the actions that characterize the parent-child relationship.

The parental role has different positions and values according to the cultural and religious influences. Paying attention to the phenomenon of immigration, particularly in the literature, we find reflections on the need that families have⁵ of dealing with three cultures on a daily basis: the first is represented by their historical identity, the second by the processes of integration that take place in their group of compatriots, and the third includes the external and extraneous world with which they must deal on various occasions.

Likewise, the parental role has different positions and values between men and women within families and in society itself. Although in different scenarios than those of previous generations, there are various investments, expected and practiced, that men and women do, including working for the labour market, domestic work, and child care. It is in the time frame that goes from the pregnancy to the first years of the child’s life that some significant processes of social reproduction of gender inequalities can be triggered, but in the same way, it is in this phase that new models can be experimented, one can “undo the genre” and find room for change.

The pluralization in the ways of “starting a family” and the multiplication of ways of becoming parents are two important changes in the transition from the late twentieth to the early twenty-first century, which has introduced a “**new culture of parenting**”⁶.

Each family is in an active relationship with the world that surrounds it, constructing meanings and elaborating its own family culture, understood as the set of projects, ideals, and values it expresses, as well as the quality of its relations with the social context, taken on as an active subject, activatable and trustworthy for its reorganization. The issue of cultural and role differences can also have important repercussions on parenting and co-parenting skills in terms of differences and conflicts.

⁵ <http://www.educare.it/j/temi/intercultural/pedagogia-interculturale/383-le-famiglie-immigrate>

⁶ Naldini M. (a cura di) (2016), *La transizione alla genitorialità. Da coppie moderne a famiglie tradizionali*, Bologna, Il Mulino

The difficulty of integrating stories and experiences involves all families on a different level, and which are increasingly divided into a plurality of belonging, precariousness of roles, and conflicting life models⁷.

In the training path, the aim of the social professional is to support and reactivate skills, abilities, and parental roles, thereby accompanying people to become aware and free to choose the most appropriate approaches to their family care relationship. It would be opportune to give value to the responsibilities and abilities of parents through interventions focused on listening, confrontation, accompaniment, and as much as possible, rooted in the contexts of the daily life of families. This approach fosters the sharing of experiences among participants and the elaboration of reflections and possible answers to common problems, in a perspective of participation and empowerment.

The social professional has the task of promoting respect for different family models, even non-traditional or de-standardized ones, by creating learning opportunities. The goal is not to deprive the family of its prerogatives, but to think of it in a systemic perspective capable of recognizing its diversity and individuality.

The trainer, within a heterogeneous and multicultural group setting, must consider the complexity of the topic an important element to focus on, also thanks to the contribution that can be made by the presence of a cultural mediator. He/she must be aware of and able to manage the differences within the group and relate to it without prejudice, not allowing their conceptual map to influence their ability to listen and meet with others and with their world. It is necessary to know how to grasp the wide range of experiences and values without homologating the "different" cultures under the lowest common denominator of immigration. There are many experiences and ways of living, differentiated by content and emotional tones, and each of them requires being listened to and acceptance.

⁷ Chinosi L., (2002), *Sguardi di mamme. Modalità di crescita dell'infanzia straniera (Mothers' gaze. Growth modalities of foreign childhood)*, Milan, Franco Angeli



4. OBJECTIVES AND STRUCTURE OF THE UNIT ON THE PARENTAL ROLE, SOCIO-ECONOMIC BACKGROUND, MIGRATION, AND MULTICULTURALITY

OBJECTIVE

This module aims to observe, identify, and acquire the different cultural experiences of becoming and parenting in one's own country, as well as in a different country: what are the values, changes, and approaches that the participants have activated or must activate in daily life and in reconciliation with work. Attention is greater in the case of single-parent families and in situations of non-co-parenting.

SKILLS/KNOWLEDGE

- Recognizing one's own identity as a parent by comparing it with the models of one's family of origin
- Knowing about parenting patterns characteristic of cultures other than one's own
- Comparing one's model with models of cultures other than one's own
- Promoting knowledge of a collaborative co-parenting model through the overcoming of gender stereotypes
- Encouraging, where possible, forms of collaborative co-parenting
- Identifying one's own needs for knowledge of family dynamics in the various evolutionary phases and support for their management
- Implementing the formal and informal network
- Acquiring tools aimed at supporting parenting

VERIFICATION



In order to verify the acquisition and/or improvement of skills knowledge, it is proposed to organize a follow-up meeting in which to highlight, through the tools already used during the meeting, the level of activation of the single participant.



If all the modules of the meetings of the JUMP path are implemented, a self-assessment questionnaire can be constructed and managed with indication of the achievement of the individual skills expected for each module through a scale of values (e.g. from zero - having learned nothing -, to five - high level of learning -).

NUMBER OF MEETINGS

Activation of 1 meeting.

Given the participants's involvement in this topic, 2 meetings are also possible for:

- more in-depth knowledge of the different stimuli
- allowing time for reflection and exchange between the participants

Given the transversality of the theme, it is suggested to accompany this module with the other topics included in the project.

CONTEXT/SPACE

- Large classroom where people can sit in a circle
- Chairs with a folding desk or at a table where one can write
- Space available for group movement activities
- Space for activities in subgroups

RESOURCES

- Internet connection, Computer, Projector
- Flip chart, post-it notes, markers, A4 paper, pens
- Folders



ROLE OF THE TRAINERS AND CULTURAL MEDIATOR

The two trainers, based on their respective skills and capabilities, define how to take action and how to act in the presentation of activities and in the management of the classroom.

Initially, one trainer can explain how to do the job to the group and then, together with the second trainer, can go among the participants to collect any requests for clarification or doubts or simply to support the person in carrying out the activity through encouragement and being nearby.

The presence of a specific mediation figure can support the trainers during the activities, by helping the participants have a better understanding and a more active participation in a climate of trust and non-judgmental listening.

ORGANIZATIONAL TIPS



To facilitate group work, it is suggested to collect a description of each participant's family and personal situation through a brief data collection sheet (family situation, origin, age, profession ...).



It is possible to schedule an initial interview to get to know the person directly and their personal and family situation and identifying their needs, and a final interview that will allow to verify which objectives have been achieved and which ones still need to be supported.



Lastly, a follow up group meeting can be organized to identify and exploit every form of the activation of the participants through the examples reported, thereby stimulating those women who encounter greater difficulties in changing, and bringing further informative contents useful for everyone in the group.

Welcoming everyone and getting to know the group and presentation of the course path



Time⁸: 20 minutes

Tools: Use of interactive presentation techniques where all participants are involved and valued

Action 1: What it means to become a parent in my country of origin/here in Italy



Time⁸: 20 minutes

Tools: Brain storming on the group chart.

The discussion can be facilitated by using the questions (all or in part) included in the "Becoming-Being a Parent" form.

Action 2: What the reference models are: of my family, of my spouse's family, of my culture of origin

Time⁸: 40 minutes

Tools: It is advisable to always check the time available and the type of participants in the activity before proposing the viewing of the videos.

Video on the mother's role (which compares the complexity of a managerial role with that of the mother's role, beyond cultural, religious, ethnic differences and allows reflection on the relationship with one's own mother) <https://www.youtube.com/watch?v=CYJ99iwwfNSk> (in English, with Italian subtitles).

Video testimony of Mrs. Adriana Macías and her way of overcoming her physical disability, also in her parenting <https://www.youtube.com/watch?v=4AotHDIK9I>.

Video on the father's role (short film) <http://www.radiomontecarlo.net/video/news/225005/alike-il-cortometraggio-che-ogni-genitore-e-ogni-bambino-dovrebbero-vedere.html>.

Video by Bruno Bozzetto on gender stereotypes (simple images with captions in Italian and English). Useful as an introduction and stimulus on the topic.

<https://www.youtube.com/watch?v=VOPjgOGHEGM>

The possibility of projecting videos and/or interviews of Equal Opportunities representatives who can present the problems of conciliation and any discrimination that may follow can be evaluated.

Break

Time⁸: 20 minutes

Action 3: How my family is organized: what are the roles and responsibilities of each member and in the case of a single parent family, what does it mean to manage caretaking responsibilities?

Time⁸: 40 minuti

Tools: Questionnaire "Family caretaking responsibilities".

Individual compilation, or, based on the stimulus of the questionnaire, a discussion with everyone.

Action 4: What difficulties are people facing and which network has been activated?

Time⁸: 40 minutes

Tools: The discussion can be facilitated by using the questions (all or in part) included in the "Becoming-Being a Parent" form.



⁸ The times marked are indicative: depending on the number of participants and the degree of involvement, it may be necessary to rebalance the timing of each proposed topic/activity



WORK TIPS

The topic addressed must have the space to accommodate the life experiences of each participant.

In the case of single-parent families, greater attention should be given to the issue of the complexity of relationships in the case of separation and/or presence of recomposed families, characterized by organizational and emotional complexity, and on the topic of a co-parenting style. Obviously, how much this topic should be emphasized also depends on the characteristics of the group.

Situations of loneliness and distance may emerge, especially in women of foreign origin and in situations of separation.

Difficulties related to the growth of adolescents may also arise because in the pediatric age, the references and the network exist (e.g. pediatricians, consultants, teachers ...), while as they grow older, it becomes more difficult to understand and educate children.

It could also be useful to use images and/or drawings chosen or made by the participants to identify the topic better.

If the topic of loneliness emerges strongly, it could be interesting to watch the video of the theatre company La fura dels baus, which provides food for thought <https://www.youtube.com/watch?v=NNRaBOq41Vw>

The use of videos and images can facilitate reflection and activities especially when the participants are illiterate or still have a low level of understanding of the language used.

5. WORK MATERIALS

The worksheets explained in this chapter can be found in digital version on the website: www.jumpproject.eu in the **DOWNLOAD** section

BECOMING - BEING A PARENT FORM

Question for a fa-simile selection interview, they can be chosen, integrated or the speaker can just borrow from them.

PERSONAL QUESTIONS

1. What does being a mother/father mean in your experience?

2. What do you think are the skills/resources needed to be a mother/father?

3. How much support has the other parent given?

4. In your opinion, what is the greatest difficulty you have faced since you became a mother/father?

5. What were your concerns? (health problems, social exclusion, a world that is too difficult...)

6. Who has allowed you to change or move on, what factors helped you?

7. Who has hindered you most since the beginning of your role as a parent? By doing what?

8. When you think about your child's future, what worries you the most?

9. Have you already thought about what resources you could put in place to prevent your fears from being translated into reality?

10. Is there anyone you know that you can really count on today?
Someone who supports you in your task as a parent? If there is, by doing what?

11. Is there anyone in your social network who criticizes you, making you feel uncomfortable and inadequate as a parent? If there is, can you give me an example of criticism they made about you that particularly disturbs you?

12. Is there anyone in your social network with whom you often come into conflict (with whom you are angry even if you don't show it)?
If so, can you give me an example of the type of conflict you have most frequently?

13. When you need to rest, relax, or replenish your energy, what do you generally do?
Can you give me two examples?

14. What activities would you like to do? Do you think it's possible for you to do them?
Would it be a good idea?



15. Can you tell me two things that you and your child particularly like doing together,
 an activity that you both enjoy?

16. What is the best memory you have of time spent with your child?

17. Now mirror yourself with your mother or father and try to fill out the following chart:

parenting skills	me	my mother/my father
Caregiving		
Consolation		
Encouraging autonomy		
Encouraging socialization		
Stimulating communication		
Listening		
Loving being with your child		
Communicating your affection		
Laughing and playing		
Encouraging practical activities		
Giving value		
Involving in daily activities		
Keeping calm		
Establishing boundaries		
Protecting		
Offering support in conflicts		
Helping with homework		
Participating in their school life		
Other things		

Taken from "Sostenere la genitorialità. Strumenti per rinforzare le competenze educative" ("Supporting parenthood. Tools to reinforce educational Skills") from the Erikson series "The Materials", Italian edition edited by Paola Milani, Sara Serbati and Marco Ius - 2011

USE

The questions can be used in full or, by choosing those deemed most effective for the group, they can be used as a stimulus to the activity or as a specific activity to be proposed individually and/or in small groups, providing copies of the questions and identifying how to collect the answers (i.e. on sheets of paper distributed to the participants, or on special pre-printed questionnaires with the space for the answers, or also by gathering everyone's various reflections by using a chart).

In particular, it is suggested to present point 17 as a single form to be filled out and subsequently commented on together.

If the questions are compiled individually on a questionnaire, it is necessary to provide for the presentation and collection of the answers in a group. If the questions are addressed in small working groups, there may be a final summary for everyone by a spokesperson for the subgroup. If instead the questions are analyzed in the form of an assembly, the answers and reflections can be collected on charts for sharing with the group.

QUESTIONNAIRE - FAMILY CARETAKING RESPONSIBILITIES

DATA FROM THE INTERVIEWEE AND OF THE COHABITANT CORE FAMILY

Interviewee's gender

- Male
 - Female
-

Civil status

- Single/Unmarried or free
 - Married
 - Separated in fact or legally
 - Divorced
 - Widow/Widower
-

Educational qualification

- None in Italy
- Qualification obtained abroad, what?
- Elementary school
- Middle school



- Professional Qualification
- High school diploma
- University/College degree

Composition of cohabitant core family

- As a couple with children
- As a couple with children and others (specify _____)
- Alone with children
- Alone with children and with others

AGE AND EMPLOYMENT STATUS OF THE FAMILY MEMBERS

	Age	Emploment status	
		Unemployed	Employed
		1 housewife/husband 2 student 3 retired from work 4 unable to work 5 looking for a job, unemployed 6 laid-off, in mobility	7 employee 8 self-employed (free-lance prof., artisan, PI, collaborator) 9 occasionally, irregularly (specify in the space below after the answer 9)
Interviewee		0 1 2 3 4 5 6	7 8 9 _____
Spouse/companion		0 1 2 3 4 5 6	7 8 9 _____
1 st child		0 1 2 3 4 5 6	7 8 9 _____
2 nd child		0 1 2 3 4 5 6	7 8 9 _____
3 rd child		0 1 2 3 4 5 6	7 8 9 _____
4 th child		0 1 2 3 4 5 6	7 8 9 _____
other		0 1 2 3 4 5 6	7 8 9 _____
other		0 1 2 3 4 5 6	7 8 9 _____
other		0 1 2 3 4 5 6	7 8 9 _____

How long have you lived in [insert municipality]?

- always
 - < 1 year
 - > 2 to 5 years
 - > 6 to 10 years
 - > 11 to 15 years
 - > 16 years
-

In your spare time, do you participate in the activities of any associations or groups?

(parish, voluntary associations, cultural associations, political groups, school council, organizing committee of sports activities ...)

- Yes
 - No
-

WORK only for those who said they were employed occasionally or irregularly

What sector did you work in?

- Agriculture
 - Industry
 - Services
 - Handicrafts
 - Personal services
 - Other: _____
-

What was your weekly commitment on average? (expressed in hours)

- A few hours every day
 - A few hours on some days
 - More than 20 hours a week
-

How long did it take you to get to work?

- Less than 15'
- Between 15' and 30'
- Between 30' and 60'
- More than an hour



FAMILY RESPONSIBILITIES you can mark various answers

In a TYPICAL WEEK, within your core family, who deals with

- a.** Interviewee **b.** Spouse, companion **c.** children **d.** Other cohabitants (specify)
e. Other non-cohabitants (specify)

	a.	b.	c.	d.	e.
Housekeeping (cleaning, ironing and laundry, sewing, ...)					
Meal preparation					
Purchases for the family (groceries, shopping)					
Relationship work (social relationships with kinship, friends)					
Maintenance					
Mediation with institutions (interviews and meetings with schools, local administrations, ...)					
Interconnection work (dealing with banks, mail bill payment)					
Gardening and pet care					
General organizational work					

CHILD CARE

**Now list a series of facilities for children and adolescents.
 Can you tell me which them you use?**

- a.** Yes/No **b.** Where? **c.** Chosen for **1.** Convenient time schedule **2.** Near home
3. Quality of service **4.** Lack of facilities in my neighbourhood

	a.		b.	d.
Nursery school/crèche	<input type="radio"/> Yes	<input type="radio"/> No		1 2 3 4
Nursery/daycare	<input type="radio"/> Yes	<input type="radio"/> No		1 2 3 4
Kindergarten	<input type="radio"/> Yes	<input type="radio"/> No		1 2 3 4

Afterschool activities	<input type="radio"/> Yes	<input type="radio"/> No		1	2	3	4
Day centre/social centre/oratory	<input type="radio"/> Yes	<input type="radio"/> No		1	2	3	4
Baby parking	<input type="radio"/> Yes	<input type="radio"/> No		1	2	3	4
Ludoteca/play centre	<input type="radio"/> Yes	<input type="radio"/> No		1	2	3	4
Neighbourhood centres	<input type="radio"/> Yes	<input type="radio"/> No		1	2	3	4
Summer centres	<input type="radio"/> Yes	<input type="radio"/> No		1	2	3	4
Other	<input type="radio"/> Yes	<input type="radio"/> No		1	2	3	4

HOW IS THE CHILDCARE WORK DIVIDED IN THE FAMILY in a “typical” week?

You can mark various answers

- a.** Interviewee **b.** Spouse, companion **c.** Cohabitant family members (specify)
d. Other non-cohabitants **1.** Grandparents **2.** Baby-sitter **3.** Others (specifica)

	a.	b.	c.	d.
Personal hygiene (washing and dressing)				1 2 3 _____
Accompaniment to/from nursery school, school/ baby-sitter, grandparents				1 2 3 _____
Accompaniment to/from various activities (medical examinations, recreational activities, sports)				1 2 3 _____
Playing (recreational and leisure activities carried out with children)				1 2 3 _____
Shopping for necessities (clothing, school materials)				1 2 3 _____
Homework assistance				1 2 3 _____
Relationship with schools and recreational and sports facilities				1 2 3 _____



ASSISTANCE FOR THE ELDERLY AND/OR THE NON-SELF-SUFFICIENT

Do you care for people who are elderly or not self-sufficient?

- Yes
- No

These people are

- Cohabitant
- Non-cohabitant

How are the responsibilities of assisting these people divided in the family?

a. Interviewee **b.** Spouse, companion **c.** Cohabitant family (specify) **d.** Others

1. Domestic worker/caregiver **2.** Others (specifica)

	a.	b.	c.	d.
Personal assistance (hygiene, assistance in dressing)				1 2 _____
Management and care of the house (if it is no longer inhabited or if it regards a non-cohabitant)				1 2 _____
Preparation and administration of meals				1 2 _____
Accompaniment to appointments, making purchases, and to offices				1 2 _____

CONCILIATION TOOLS AND SERVICES FOR PEOPLE

Which of these do you know, and which of them have you used? [List here existing reconciliation tools, e.g. rules on parental leave, rules on benefits for caregiving, for the unemployed, for large families, for children, scholarships, ...]

	I know it		I've used it	
Tool 1	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
Tool 2	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No
etc...	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No

USE

The questionnaire on caretaking responsibilities can be read by the trainer (also through the projection of the document, to facilitate its viewing by the whole group) thus allowing an individual compilation. It is suggested to share what emerges, question by question.

The trainers and the mediator can help the participants and facilitate the individual compilation.

If considered too complex, it can be used partially or as a stimulus for a group discussion on the data that can emerge.



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