Juggling Motherhood & Profession

JU.M.P
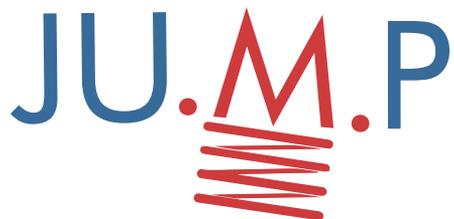
TRAINING COURSE

UNIT 4
WELFARE:
POLICIES
AND RECONCILIATION
TOOLS

JU.M.P

CONTENTS

1. THE JU.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 OECD[1] 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.*

Paid work or study ——— Men ——— Women
**Unpaid work (care and domestic activities)** ——— Men ——— Women
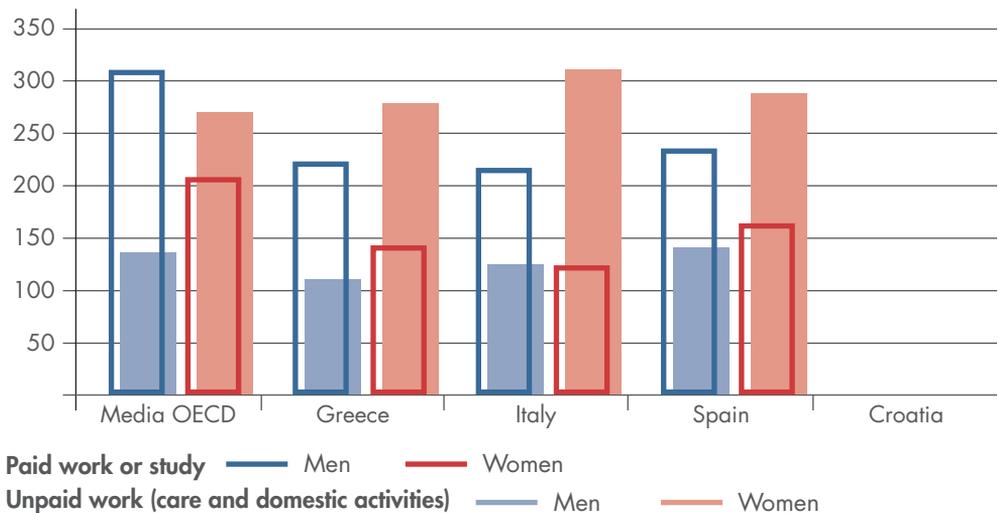
Source: OECD, Time use surveys, latest data available

[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).*
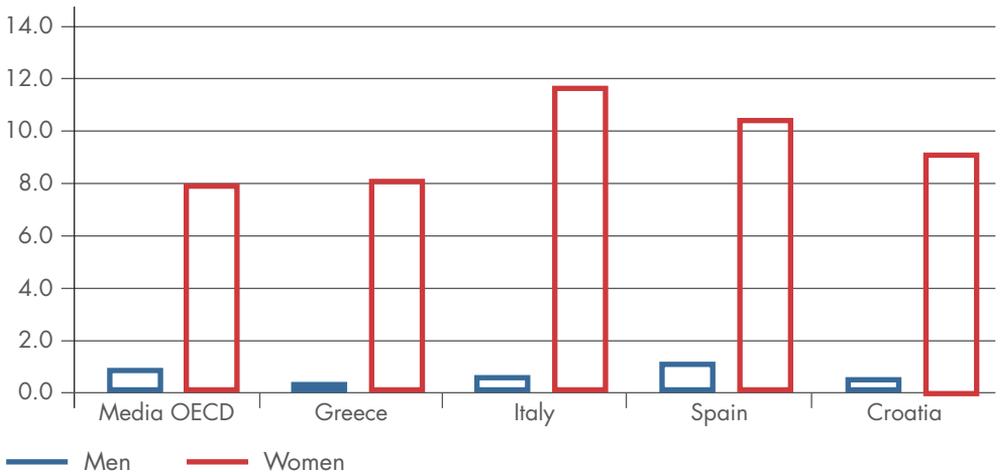
Source: Our elaboration of Eurostat-LFS data

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:

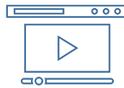|		
Brain storming	Interview	Follow up
Intervention by expert, official, …	Group work	Questionnaire form
Role playing, simulation	Videos, slides	Visiting a structure, service …

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 WELFARE: POLICIES AND RECONCILIATION TOOLS

Public policies are actions implemented by different political systems (in particular by governments) to respond to problems of collective importance.

Social policies are that part of public policies that have to do with the well-being of citizens and which can therefore be defined as a set of public interventions with variable social aims and effects ranging from a more equitable social distribution of resources and opportunities to the promotion of well-being and quality of life. Social policies define the rules and organization for the production and distribution of resources and opportunities, involving a plurality of public and private actors. Across Europe, the central role in the social protection of individuals is played by the national government, or State

The "**welfare regime**" is a concept that refers to the institutional structure that regulates economic-political systems and to the fact that well-being depends on the combination assumed over time and space by the interaction between the labour market, the family, the third sector, and the State. The methods of institutionalization of the model of the social regulation of risks have occurred with different specificities according to national contexts. However, the social transformations taking place require a rethinking of the models and traditions of solidarity at the family, social, and institutional levels.

In fact, with the growth of female participation in the labour market from the post-Second World War period to the present, there has been a change in the family model, and the balance and dynamics of the role of women have changed, necessitating a renewal and a change of perspective in setting social and labour policies, policies that have had to deal with a heterogeneous and diversified reality of needs and expectations. Women's participation in the world of work is an essential element of the employment structure of post-industrial societies. With the increase in this participation, the concept of reconciliation has come to the fore, which concerns the search for balance between the public sphere and the private sphere of an individual's life.

Reconciliation policies were initially formulated as equal opportunity measures, with the aim of helping women to enter and remain in the labour market despite family responsibilities. However, if we do not touch on the implicit assumptions of the division of labour and responsibilities based on gender and a model of participation and labour demand in which those assumptions are taken for granted, reconciliation can only take place on the margins.

In recent years, the societal vision has expanded to include men too: the major novelty of the last twenty years seems to concern the emergence of an ideal of a "new fatherhood". This new way of looking at roles no longer sees the father as a figure predominantly supporting the mother in the first years of life of their children, but emphasizes the importance of the autonomous father-child relationship and also endows the fathers with a caretaking capacity[2].

Private life and work are part of a delicate system of interdependencies that, as a whole, affects both the demands of the labour market and the family organization. It is no coincidence that the terminology **work-life balance** is used in the English language, a balance between work and private life. Often being unable to reconcile the two, many women during or following a pregnancy choose to leave the labour market for a short time; in reality, the momentary choice often turns into the subsequent difficulty in re-entering the labour market.

Family-work reconciliation policies have recently been seen as necessary in countries with a high demographic aging, strong marital instability, and low female employment to respond to "new social risks" and to implement those "social investment" policies that have become the most relevant key word in the re-calibration of the welfare state. In fact, reconciliation policies are viewed as policies that promote employment, support birth rates, and guarantee children equal conditions of access to childcare services.

Reconciliation policies do not exclusively concern care needs. Organization of daily life is actually composed of a set of activities that characterize family work: housework, bureaucratic duties, maintenance activities, purchase of consumer goods, and relations with a plurality of agencies. Therefore, the problem of "caring" - understood as the set of wants and needs of the families of those who work - has been progressively perceived as a problem of public responsibility, and institutions and companies have felt involved in collaborating in its management through tools of help and support. In this way, the issue of reconciliation has become an area of development of public policies both at the level of individual countries and at the level of the European Community. However, we mustn't forget that the problems of reconciliation must be understood by bearing in mind the nature of care needs and the nature of one's job and the employment sector, as well as the organizational context and the working climate[3].

Likewise, it should be emphasized that public policies are mainly aimed at employed women, while proposals supporting re-entry into the labour market are almost non-existent.

[2] *Naldini M., Saraceno C., 2011, Conciliare famiglia e lavoro. Vecchi e nuovi patti tra sessi e generazioni (Reconciling family and work. Old and new pacts between genders and generations) Bologna, Il Mulino*
[3] *(Jacobs e Gerson 2004; Gambles, Lewis e Rapoport 2006; Pavalko, Henderson e Cott 2008; Messenger 2004) in Naldini M., Saraceno C., 2011, Conciliare famiglia e lavoro. Vecchi e nuovi patti tra sessi e generazioni (Reconciling family and work. Old and new pacts between genders and generations) Bologna, Il Mulino*

The European Commission defines the reconciliation of work and family life as "the introduction of systems that take into account the needs of the family, parental leave, solutions for the care of children and the elderly, the development of a context, and a such work organization as to facilitate the reconciliation of work and family responsibilities for women and men"[4].

The European debate on reconciliation implies the different conceptions of women and their role both as a mother and as a worker, and the different policies for reconciliation in Europe reveal a different culture of the family, division of family roles, and educational models.

There are different welfare state models in Europe, and each of them has developed a more or less detailed system of policies and services: it is not our objective to make explicit all the interventions that exist at the level of the individual European State, but we want to offer a brief classification of the existing policies so that each person can deepen those of their own local context and make them the object of a useful and usable illustration during the training module.

In fact, it is necessary that the whole population, women in particular, is aware of the **opportunities present in their own country** in order to be able to better reconcile professional life and care tasks. This awareness is often reduced among the weakest and most vulnerable sections of the population, those very people that the training is aimed at. This also produces a "counter-distributive" effect of public welfare: services that should be directed to the weakest (because they are intended to redistribute public resources to those who do not have their own) end up being accessed and used by the less vulnerable. Therefore, it is important to know the measures, the entry restrictions, and the methods of access to the welfare tools present at the national and contractual level.

It should be emphasized that reconciliation is not reduced only to parental caretaking responsibilities, limited to the life stage in which one's children are small. There are other needs, such as caring for an elderly parent. Assisting a frail or non self-sufficient person can be more or less easy also depending on the way in which the various national contexts have recognized the care needs of the elderly and those of reconciliation through social policies aimed directly at the elderly or their family members[5].

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[4] European Commission "One hundred words for equality. A glossary of terms on equality between women and men" https://publications.europa.eu/en/publication-detail/-/publication/7342d801-86cc-4f59-a71a-2ff7c0e04123 (In Italiano: Commissione Europea "100 parole per la parità. Glossario di termini sulla parità tra le donne e gli uomini")
[5] Naldini M., Saraceno C., 2011, Conciliare famiglia e lavoro. Vecchi e nuovi patti tra sessi e generazioni (Reconciling family and work. Old and new sex and generation pacts), Bologna, Il Mulino

Considering the differences at the European level, there are three main areas of intervention on which the reconciliation and family policies in the welfare system are focused:

1. childcare services,

2. caretaking time policies,

3. flexible working time policies with "times of the city".

1. As far as **care services** are concerned, in all EU countries there are services for children but with profound differences from country to country.

Both the strength of the Social State and the different cultural orientations influence who should be the subject delegated to this task - whether public or private - and determine the more or less high and shared rate of use of services by families. Therefore, the offer and accessibility of care services for children is clearly different according to the different contexts.

2. Another important measure of reconciliation adopted in most European countries is represented by **permits and leaves for family reasons** which can be used by working parents. Parental leave is intended to favour the reconciliation between the role of parent and that of worker, by guaranteeing both parents the possibility of spending more time with their children, facilitating the participation of women in the labour market, and encouraging greater involvement of fathers in childcare.

These are mainly compulsory and paid maternity leave (a shorter or longer period of interruption of work during the last months of pregnancy and the first months after birth) and leave for parenting (which may be required depending on the needs and choice of the parent and is partially paid or unpaid).

All European countries, in their national legislation, provide a form of compensation linked to the moment of the birth of a child, which varies in the duration of the leave and in the percentage of economic remuneration.

There are also specific parental leaves granted that are related to periods of sickness of the children (normally paid allowances up to a maximum time limit) or other needs such as serious health problems of family members or facilitations for career interruptions due to family reasons. The duration of the leave and the compensation vary from country to country.

3. Another tool to reconcile work and family consists in the **flexibility of working hours**: part-time and flexible time of entry and exit are the two most used methods in Europe. In some organizations, the time bank or "job sharing" is also provided, a part-time work method managed independently by a pair of workers who divide the total amount of time, organizing and distributing ordinary and extraordinary shifts. Even telework (remote work) or smart working (remote work with a headquarters and flexible hours) can contribute to a better reconciliation between work and caretaking responsibilities. One policy related to working time is that of the "**times of the city**", the establishment of which is local and depends on the accessibility of the services created by each Municipality[6].

The challenges of reconciliation are multiple and still experienced today by women with difficulties, bearing the weight of an emotional and cognitive burden that takes shape between the plurality of possible emerging horizons and the conditions that still exist on the concrete level of roles, of the models of "being a family", and the socio-economic organization of the places of life[7].

We have found that, during or following a pregnancy, many women decide to leave the labour market temporarily. Furthermore, several companies are not sensitive to reconciliation issues and place restrictions on the access or return of women to work already in the selection phase, according to a stereotyped reading of gender roles.

Based on these considerations, the trainer will have to favour connections with the territory and promote awareness of the measures and tools that individuals can access. They will also encourage women's reflection on:

- the importance of recognition and enhancement of one's individuality, self-esteem, and self-fulfillment;

- the importance of making decisions by long-term reasoning, therefore, not only thinking of the apparently optimal solution in the present, and also organizing oneself in a future perspective, thereby avoiding making uninformed choices, often characterized by gender stereotypes, such as leaving one's occupation hoping to be able to return without any obstacles to the labour market in the subsequent years.

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[6] *For Italy, information can be found on the following websites: www.politichefamiglia.it, www.cliclavoro.gov.it/approfondimenti/Pagine/Conciliare-famiglia-e-lavoro.aspx*
[7] *De Luigi N., Martelli A., Precarietà di genere e conciliazione al femminile, in "Autonomie locali e servizi sociali" (Gender precariousness and female reconciliation, in "Local Autonomies and Social Services"), issue n.1,April 2010, pp. 93-110, DOI: 10.1447/32396*

4. OBJECTIVES AND STRUCTURE OF THE UNIT ON WELFARE: POLICIES AND RECONCILIATION TOOLS

OBJECTIVE

This module aims to make the reconciliation tools and policies available in the local area known. Thinking must start from a deeper understanding of the meaning of the term reconciliation with a view that, starting from one's own family organization, extends to the reconciliation policies activated by the territory to which one belongs (Municipality and Region), the State and the European Community.

SKILLS/KNOWLEDGE

- Know the local/national social policies supporting family-work reconciliation for personal and professional planning

- Identify one's own limits, needs, and resources

- Increase and implement your informal and formal networks

- Improve your ability for personal activation to know and use the services of the territory and the available reconciliation policies, in a targeted manner.

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

This module consists of 1 meeting.

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, A3 paper, pens
- Folders
- Any other informational material

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.

GENERAL 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

Time[8]: 20 minutes
Tools: Use of interactive presentation techniques where all participants are involved and valued

Action 1: What "reconciliation" means, how it is managed within the established family and how it is managed by the culture of origin

Time[8]: 30 minutes
Tools: Brain storming on the group chart

Action 2: What is meant by reconciliation policies and tools?

Time[8]: 20 minuti
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.
Where possible, it is recommended to use videos featuring female protagonists.
Asterix e Obelix - Lascia passare A38:
In ITALIAN: www.youtube.com/watch?v=1_LC-v6B9qY (… per sorridere un po' parlando di burocrazia)
In ENGLISH: www.youtube.com/watch?v=TM9xZSJO4is
(It can also be downloaded in other languages including Croatian)
Slide show with the main conciliation policies, with concise descriptions and official links of reference (for tips, see the "Conciliation services and tools" form in the work materials). Or it may be interesting to project video interviews with specialists and/or operators who can offer information on the reference services or on specific conciliation measures.

[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

Break

Time[8]: 20 minutes

Action 3: What tools and policies are available;
What the access requirements are;

Time[8]: 60 minutes

Tools: "Reconciliation services and tools" form, with links to individual tools and services (see work materials)

Action 4: What services are useful for accessing conciliation tools and policies

Time[8]: 30 minutes

Tools: An example of a summary sheet can be distributed to the participants, and any informational materials

WORK TIPS

Brain storming on the meaning of the word "reconciliation" allows participants to discuss the meaning and standardize the language, reporting any comparisons with their countries of origin. Where possible, it is interesting to report the word or meaning also translated into the different languages of the participants.

It is important to give an overall picture before moving on to individual policies in order to understand: the organization of national and local public bodies, how the funds allocated to support measures are managed, why we talk about the requirements, and what are the objectives of the conciliation policies.

Reserve time to talk about the experiences of each participant and let everyone know about the use and knowledge of some reconciliation policies.

You can choose to project slides specifically designed to present reconciliation tools, but be careful to provide the correct references to relevant offices and services.

To learn more, you can organize an outing to a local service or present the testimony of an expert.

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[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*

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

RECONCILIATION TOOLS AND SERVICES

It is possible to organize a summary sheet for the different types of users (for everyone, for the unemployed, for employees) on which to report which measures and services are active in the current year with possible reference links and a small description of the measure. Below is an example. Or you can distribute brochures and information materials already created by local authorities to be integrated into the group's knowledge.

FOR EVERYONE

Bonus mamme domani 2018 (Tomorrow's mothers' bonus)
https://www.inps.it/nuovoportaleinps/default.aspx?itemdir=50895
The birth bonus of 800 euros (tomorrow's mothers' bonus) is paid by INPS (Italian national social security organization) for the birth or adoption of a minor, as of January 1, 2017, at the request of the future mother at the end of the seventh month of pregnancy (beginning of the eighth month of pregnancy) or at birth, adoption, or foster care.

Legislative decree n. 104/99
https://www.inps.it/Search122/ricercaNew.aspx?sTrova=legge%20104/92&sCategoria=&sDate=&sOrderBy=
Legislative decree n.104/1992 provides for a series of rights for people with disabilities, in the areas of health care, social, work, and school, both for minors (including newborns) and for adults of all ages.

FOR THE UNEMPLOYED

Assegno terzo figlio 2018 (Third child benefit)
www.inps.it/nuovoportaleinps/default.aspx?itemdir=45085
This is an economic aid for large families and therefore requires that it be requested and granted by the Municipality in which the family resides, and is paid by the INPS.
The use of this benefit can be requested every year or part of it, that is, for all the periods in which the 3 minor children are present in the large family.

Reddito di Cittadinanza (Basic Income)
https://www.redditodicittadinanza.gov.it/
The basic income is a financial aid for families in need that aims also to reinclusion in the world of work and social inclusion of the family members who are in need.

FOR EMPLOYEES

Maternitay and paternity leave
www.inps.it/nuovoportaleinps/default.aspx?itemdir=50586
Maternity leave is the period of compulsory leave from work recognized to employees during pregnancy and the puerperium (6 weeks). In the presence of certain conditions that prevent the mother from benefiting from the leave, the abstention from work is allowed for the father (paternity leave).

Equality councilor
www.regione.piemonte.it/lavoro/pari/cons_parita.htm
The National Equality Councilor is a figure established for the promotion and control of the implementation of the principles of equality of opportunities and of non-discrimination between men and women in the world of work, regulated by Legislative Decree 198/2006 and subsequent amendments.

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