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# ADVANCED TRAINING PROGRAMME ON TRANSNATIONAL FAMILIES SUPPORT

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PART I

Introduction to the Advanced Training Programme
I. The Grundtvig Programme: Foster Adult-Learning In Europe

The Grundtvig programme is designed within the framework of Lifelong Learning Programme (LLP) founded by DG Education & Culture. It enables European citizens to take part –at any stage of their life– in formative experiences across Europe.

The Grundtvig programme ran from 2007 to 2013. It focused on the teaching and study needs of adult learners, as well as developing the adult-learning sector in general. Grundtvig projects are undertaken by institutions and organizations from different participating countries, which cooperate to achieve innovative products in the field of education. The teaching products encompass a strong European dimension and, in most cases, are piloted during such projects.

The organizations that can benefit from the programme are adult-education providers such as non-profit foundations and associations, trade unions, professional organizations as well as national and local authorities, as well as higher-education institutions developing curricula for adult learners.

The Grundtvig programme aims to:

- boost key competences. It helps learners to improve their basic skills and strengthen their transversal skills
- improve the quality and access to adult education
- improve cooperation among adult-education organizations
- promote social inclusion through skills’ improvement
- develop innovative educational and management practices
- support the mobility for adult learners
II. Focus on the Project

The training is developed within the framework of the Grundtvig project “Advanced Training Programme for transnational family support”.

The learning partnership is promoted by eight organizations working in seven European countries and committed with the protection and the support of people involved in migratory events. During this two-year project, partners worked in close cooperation with the purpose of improving the quality of welfare networks supporting transnational families, i.e. families divided between different countries mainly because of labour migration. By using a participatory and multicultural approach, the project aimed at creating new adult-education opportunities available at EU level by designing an Advanced Training Programme (ATP) on transnational families support, tailored to professionals working with migrants and their families that live in the country of origin. Stakeholders are social workers, socio-cultural mediators, teachers and school’s workers, psychologists, educators, policemen and legal practitioners.

The ATP is developed by a European group of experts travelling among partners’ countries and visiting different national contexts, sharing experiences and methodologies. It consists of seven modules:

- Psycho-social assistance to children left behind in the country of origin
- Parenting for families separated by labour migration (preparation, distance parenting and return)
- Economic and emotional impact of young migration on elderly people
- Integrated-support service in the reunification process
- Legalisation through marriage
- Migration, maternity and trafficking: improvement of the assistance programmes held for parents, victims of trafficking, in receiving countries
- The role of remittances in the dynamics of transnational families
III. Focus on the Training

The Advanced Training Programme (ATP) has been developed with the purpose of providing stakeholders with adequate tools and improved competences for addressing the needs of transnational families.

Experts from partner organizations visited different national contexts, sharing experiences and methodologies. As a result, they developed the Advanced Training Programme on transnational families’ support, dealing with all aspects and psycho-social needs of different stakeholders affected by migration’s negative effects.

The training values the heterogeneity of different partners’ approaches and backgrounds: some modules privilege a participatory approach, while others focus more on theoretical content. Nevertheless, they are based on the empirical experiences developed during project meetings and interviews.

The ATP framework allows trainees to choose among a variety of learning tools such as case-study analyses, brain-storming, team work, videos, role games, experience sharing, open discussion.

The ATP modules have been tested with pilot groups of professionals and shared with adult-education organizations, public institutions and other relevant stakeholders in each partner’s country.
OBJECTIVES OF THE TRAINING

Participants are able to adequately analyse complex problems of Transnational Families in relation to the social environment and social trends / developments in Europe and to advise social-work organizations to improve quality, implement new projects and enhance professional practice.

Participants are able to carry out assignments for organizations or judge assignments carried out by others with expertise related to developing, introducing and implementing innovations. Participants answer to local migration-related problems by using knowledge acquired from the European environment. They are able to track, creatively translate, develop and introduce relevant national and international trends, policies and practices in order to improve the quality of such professional practices.

The Advanced Training Programme enables trainees to:

- Analyse different impacts migration has on the family unit
- Assess particular social problems for sending and receiving countries with regards to transnational families
- Outline basic questions of European policies on migration and integration of transnational families
- Conceive an innovative approach to provide assistance to migrants
IV. Use Of The Manual

The Advanced Training Programme is conceived to deliver a comprehensive knowledge on transnational families in Europe, embracing a wide view on the needs that migrant parents and children might face. It has been divided in two training paths to better fit with the context of implementation:

**TRAINING A.** Addressing the needs of professionals of European sending countries. The most vulnerable categories are taken into consideration in this path: left-behind children and elderly.

**TRAINING B.** Addressing professionals working with migrant families in receiving countries. It aims to strengthen different aspects related to social and economic inclusion of migrant families.

Considering the time and the learning objectives, a trainer could implement the ATP entirely, one training path or a single module. Nonetheless, it is recommended to start the training with the general introduction “Families and Migration”.

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**PROPOSED PROGRAMME PLANNING:**

<table>
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<tr>
<th>DAY</th>
<th>SESSION 1</th>
<th>SESSION 2</th>
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<tr>
<td>1</td>
<td></td>
<td>Introduction, Module 1A (3.30 hours)</td>
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<td>2</td>
<td>Module 2A (4 Hours)</td>
<td>Module 3A (3 hours)</td>
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<tr>
<td>3</td>
<td>Module 1B (3 hours)</td>
<td>Module 2B (2.30 hours)</td>
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<td>4</td>
<td>Module 3B (2.30 hours)</td>
<td>Module 4B (3 hours)</td>
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V. Partners

Fondazione L’Albero della Vita was founded in 1997. It is a non-governmental organisation (NGO), accredited by the Italian Ministry of Foreign Affairs since 2009. It aims to implement effective actions to protect children and promote their rights to grow up in a safe and suitable environment. Fondazione L’Albero della Vita has always had a pedagogical mission. It aims at effectively ensuring actions to improve children and teenagers’ lives, both directly and indirectly through their familiar and social environment.

Fondazione L’Albero della Vita implements development cooperation projects and researches in the field of children’s rights protection in Italy, in Europe and in Peru, India, Nepal, Haiti and Kenya. Children are the main beneficiaries of our interventions, with their families and the Community where FADV promotes sustainable development, capacity building and economic empowerment of the most vulnerable groups.

Registered in 1998 under Bulgarian law, Partners Bulgaria Foundation (PBF) is an independent, non-governmental organisation (NGO). PBF’s mission is to facilitate the process for democratic development in Bulgaria by supporting institutions, NGOs and specialists to improve policies and practices in areas like judicial law, social care, child protection, education, economic development and ecology.

The organisation works to improve the dialogue between the citizen’s body, the government and the business sector, while encouraging various underrepresented organisations, groups and ethnicities.
Alternative Sociale Association is a non-governmental, non-political and non-profit organisation, established in 1997. Its projects include action for the protection of children victims of abuse/neglect, for the protection of children and elderly affected by migration (children separated from their parents who work abroad / elderly left behind by their children working abroad, children returning from migration, children victims of trafficking, etc.), the support for the justice system’ reform, the support for the development of social services’ capacity, projects in the field of education, etc.

Alternative Sociale’s activity includes research, training, direct services, running information/awareness raising campaigns, capacity building.

The mission of Teia Amiga is to integrate partnerships and training practices that improve the methodology used in the educational and pedagogical domains, to reduce isolation and inability, to improve the socio-economic situation, relieve human suffering and promote the inclusion of social-risk people. The association was created by professionals with a vast experience in standard and adult education, who felt the need to create an institution with a decentralised intervention field to perform in various areas of knowledge and life. The association has been carrying out programmes against the conditions of isolation in old age, socio-professional integration of disadvantaged people, visually and mentally handicapped, prisoners and young people without qualifications.
Soletterre - Strategie di Pace Onlus is a non-governmental organisation (NGO) founded in 2002, accredited by the Italian Ministry of Foreign Affairs for Development Cooperation Programmes in Third Countries and accredited by the Italian Ministry of Labour and Social Affairs for Activities in favour of migrant third-country nationals in Italy.

Since 2006 Soletterre has been improving an International Programme about "Migration for Development" at a transnational level, building-up and networking Multi-services Centres (Twin Centres) for Transnational Families both in Italy (Milan) and in some sending Country-Towns (in Third Countries) of significant migration origins. The main purpose of the organisation is to support transnational families both during their departure remotely and during their family reunification process (in home or destination country). The Twin Centres supplied legal, socio-educational, psychological and job-orientation services both at the departure and when arriving in the destination Country, through qualified local counsellors working jointly on a transnational scale.

Polish Migration Forum is an organisation supporting migrants’ integration in Poland, conducting three general areas of work:

- **Information for migrants and about migrants**: multimedia, printed, online materials for migrants on their rights and duties in Poland, as well as various informative initiatives aimed at raising the awareness raising of the local population, particularly of those people directly working or having contact with migrants (social workers, teachers, police, public officials). The Migration Helpline is an online, anonymous tool to give practical information regarding legal and social issues to migrants in Poland and to Poles living abroad.

- **Education**: we support migrant education, working with all relevant stakeholders: migrant children and parents, host population and teachers. Polish Migration Forum’s activities involve the development of teaching tools, as well as psychological and support work with migrant families.

- **Supporting local integration**: building positive intercultural relations between Polish and migrant populations in cities/communities that host major groups of migrants.
ALC is a non-governmental organisation (NGO) founded in Nice (France) in 1913, which provides support to vulnerable people, especially women, children, adolescents, migrants, asylum seekers and trafficked people. Since 2001, ALC has been coordinating the French National Network for Protecting and Assisting Victims of Trafficking (Network Ac.Sé). The Ac.Sé network aims at protecting and assisting victims of trafficking that are in danger locally. It provides global assistance and secure accommodation throughout France for trafficking victims, and also provides assistance with trafficking victims’ voluntary repatriation. A large part of victims have children left behind or have children with them in the shelters. It also manages a national hotline for professionals who are in contact with trafficked people. Additionally, ALC provides specialised training to multidisciplinary audiences, including social and healthcare professionals and law enforcement, to improve and standardise the victims’ identification process in France.

Under the Attorney’s Law, Afyonkarahisar Bar Association is a “non-profit making legal entity in the form of a public professional organisation”. Bar Association is charged with strengthening and protecting the concepts of the rule of law of elderly and their rights. Elder law is the term used by the legal profession to focus on the special legal rights and problems of elderly citizens. Attorneys that work in this field need to master an ever-changing body of law, legislation and regulations, which deal with financial planning, healthcare and marriage problems of transnational families as well as discrimination, abuse and consumer fraud. In order to advance human rights and active citizenship of these groups and the transnational law, it undertakes a variety of projects to build capacity, lobby for change and highlights issues of international concern to the public, media and the legal community. The importance of active citizenship of these left-behind families as part of lifelong and life-wide learning is widely acknowledged, and is being increasingly recognised in every field of life as in education and training.
PART II

The Advanced Training Programme
Families were neglected for many years in migration studies. Several reasons can explain this carelessness: migrations were considered mainly as economic phenomena connected to labour markets needs; migrants were framed as males, who crossed the borders alone, leaving their families in the homeland; national policies in Central and Northern Europe until the 1970s tried to discourage family reunifications; families, if reunited, were treated as an issue of social policies, not as social stakeholders (Koffman, 2004).

Moreover, migrant families were the object of opposite stereotypes: labelled as problematic, fragile, or patriarchal families, victims of forms of “social disorganization” in their impact with modern and liberal western societies; or, on the other side, they were idealized as strong and unite families, imbued of traditional values, where the authority of parents was respected, a clear division of gender roles was preserved, children were devoted to family interests (Rumbaut, 1997).

If adult men were considered the first migrants and breadwinners, women, in any case, were seen as secondary stakeholders, passive followers of their husbands, not inserted in paid employment, socially excluded from receiving societies.

Many things have changed in the last decades, and migration studies have evolved, paying much more attention to migrant families. This paper will analyse some leading aspects: the rise of migrant women; the issue of transnational families and the challenge of parenting at a distance; family reunifications and their problems.

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1 Maurizio Ambrosini, Università degli Studi di Milano - State University of Milan (Italy), Sociologist of Migration. Authors of numerous publication and articles on transnational families. Among other tasks: Chargé d’enseignement, University of Sophia-Antipolis, Nice (France); Director of the review “Mondi migranti”, first Italian Review of Sociology of Migrations; Scientific director of the Centre for Migration Studies Medi - migrations in the Mediterranean, of Genoa; Director of the Genoa’s Sociology of Migrations Summer School, sponsored by the Italian Sociological Association; Consultant of the Italian Parliament (Schengen Commission) (2006-2007)
I. Women As Forerunners

As gender studies have highlighted, women have always migrated, not only as brides of migrant men, but also alone, as workers: domestic helpers, baby-sitters, waiters and factory workers in the garment industry. This experience was largely overlooked in migration studies of the past decades. The vision of labour migrations as a male experience, and of women as dependent family members, is misleading (Koffman, 1999).

More recently, migrant women have become the object of a burgeoning literature. In the world, women constitute almost half of all international migrants; excluding Africa, they represent the majority. In many countries of origin, they largely exceed their male counterpart. The emigration of women is connected mainly to a growing demand of care labour in receiving societies. In many countries of the Global North, native households are among the main stakeholders that stimulate labour migration in response to their care needs (Herenreich and Hochschild, 2003). Domestic work has become a “global theme” traversing Europe and other developed regions of the world (Lutz, 2008). The international division of reproductive labour (Parreñas, 2001), global care chains (Yeates, 2009) and the transnational political economy of care (Williams, 2010) are the key concepts introduced to explain these emerging features of international migrations.

This is even more important in the so-called ‘Southern-European’ pattern of immigration (King and Black, 1997; Baldwin-Edwards and Arango 1999; Calavita, 2005). Here it can be observed the growth of a parallel welfare system, informal and half-hidden, especially in the home care of elderly, who are assisted 24 hours a day by immigrants, usually women, who live with them under the same roof (Ambrosini, 2012; 2013). This solution is seen as cheaper and more respectful of the habits and dignity of the elderly compared with moving them into nursing homes. Therefore, it has become more widespread both socially and geographically. The immigrant domestic servant is no longer a status symbol of wealthy families in large cities; she is now also found, in the form of a domestic care worker, in working-class neighbourhoods, working for pensioners with lower and middle incomes, and in the most remote villages of Southern Europe and other regions. Germany, Austria and Switzerland follow a similar trend.

Another implication is the high frequency of irregular situations (Düvell, 2006; Triandafyllidou, 2010): the need for assistance often occurs suddenly and cannot wait for completion of the complex authorization procedures needed for newly immigrated workers. An irregular immigrant costs less, is more flexible and makes fewer demands. Moreover, a person (usually, a woman) that has just arrived in the country, does not know the language and has little or no social contact, is the most willing candidate to undertake hard work. Furthermore, a live-in position also offers board and lodging, protection from official controls, and a significant opportunity to save money (Triandafyllidou and Kusic, 2006). We can
therefore understand why de facto tolerance of the employment of irregular immigrants in households may occur in an international context where immigration defined as “illegal” has been for several years a central issue in the political arena.

**Forerunners and women, irregular sojourners and workers, often suffer harsh living conditions, emotional stress and social isolation. But their situation also fosters emancipation and ways to redefine family relationships** (see Kofman, 1999; Parrado and Flippen, 2005). This ambiguity fosters two opposite approaches to the experience of migrant women. The first can be labelled with the term “structuralist” and originates from Marxist theories and critical sociology. It emphasises exploitation and discrimination of migrant women. It refers to a double, and even triple discrimination, based on gender, race and social class.

The alternative approach instead emphasises the spaces of freedom and autonomy obtained by migrant women: even if discriminated in the labour market and receiving societies, they achieve more independence from their husbands and families, earn and manage their own money, gather and form women networks, sponsor the arrival of relatives and family members. On the whole, their condition is seen as better than it was in the homeland. This approach can be termed as the agency approach.

Over time, other scholars have tried to combine and mix both approaches, drawing more complex pictures where structural constraints and new opportunities of freedom and achievement are highlighted. The two basic perspectives, however, remain useful in order to show the main issues at stake in the experience of migrant women.

A line of inquiry concerns the differences among women engaged in domestic care in terms of biographical conditions, constraints imposed by distance and by nationality, projects, and personal resources. A research study on the topic (Ambrosini and Cominelli, 2005) has identified the following profiles:

- An **exploratory profile** of very young women without family responsibilities, arrived in receiving societies and employed in a fairly casual way, interested in: exploring the opportunities available, resuming their studies, and engaging as fully as possible in forms of social life like those of their Italian peers;
- An **utilitarian profile**, relative to women of a usually fairly advanced age (45 years and more), especially from Eastern Europe and with grown-up children at home who are dependent on their remittances but unwilling to join them. These women – weakly interested in establishing and reuniting their families – undertake forms of circular migration: they quite often visit their home countries; they are willing to work and save as much as possible; and they plan to return permanently to their homelands in a few years’ time;
- A **familistic profile**, closer to the image of the transnational mother, who will be discussed later: young-adult women, mostly from distant countries (for instance, Latin America), with minor-age children left at home they want to reunite with in the new country; women whose intentions are to regularise their legal status, change to ‘normal work’
(in particular, be released from the cohabitation with employers), find an independent home, and re-establish the family unit, or at least live with their children;

- A **promotional profile** of women of similar age and from various countries, with good levels of education, professional experience in their homelands, and aspirations to improve their status. They feel frustrated by their current jobs. When they have children, parental responsibility - requiring the constant sending of remittances- is likely to inhibit steady investment in their own education and efforts to seek employment closer to their aspirations.

II. Transnational families

A new trend has emerged over recent years in the relationship between immigration and family structures: it is no longer just single men or women who emigrate first, but also mothers who leave their children at home (Bonizzoni and Boccagni, 2013; Fedyuk, 2012).

With regards to mothers’ departure, the issue of so-called ‘transnational families’ arose some years ago, becoming the subject of an increasing amount of literature (Baldassar and Merla, 2013; Hondagneu Sotelo and Avila, 1997; Kraler et al., 2013): families separated by borders, where mothers try to perform their parental role from a distance, communicating concern and affection by all the means at their disposal (Boccagni 2009; 2012); families in which affection for the children takes the form of extreme separation from them in order to provide them with a better life, feed them, finance their studies, give them medical care and better housing; families in which the attachment to the child is separated from physical proximity and assumes long-distance forms of remittances, traditional letters, telephone calls, e-mail messages, personalised gifts, and visits whenever possible (Benítez, 2006; Fedyuk, 2012; Wilding, 2006).

Several studies have examined this separation and its effects, also being prompted by growing stigmatisation of migrant mothers in public opinion in their homelands. **The care drain, i.e. the emotional deprivation suffered by transnational families’ children, has become the emblem of a new form of social stratification that crosses national borders. The stratification of care (Ambrosini, 2013) means that many families in rich countries can cope better with their manifold tasks because of additional resources represented by workers, the vast majority of them being women imported from other countries (Andall, 2000; Anderson, 2000, 2006; Parreñas, 2001). Yet, the families that see the wife-mother leave must reorganise their daily lives to make up for the loss of the mainstay of family organization (Widding Isaksen, Suma Devi and Hochschild, 2008).

Migrant mothers do their best to attend to the needs of their children: when they are irregular through remittances and other practices of mothering from a distance; when they obtain stay permits and have minor children, in many cases by adding projects for family reunification to those practices. However, their efforts to look after their children do not take place in
a vacuum, but rather they involve family networks on which migrant mothers can rely and thereby activate ‘global-care chains’ (Hochschild, 2000; Parreñas, 2012; Yeates, 2009). Maternal grandmothers are the main substitute care-takers with children. Husbands, if present, are involved, but in most cases are supported by a woman of the family.

Left behind kin as caretakers are a key resource in managing mothering from a distance, and the ‘transnational fostering triangle’ (Åkesson, Carling and Drotbohm, 2012) assumes a crucial importance. But a persistent ambivalence concerns those who take the place of the biological parents and establish a relationship with expatriate workers’ children. Mothers want their children to be well taken-care of and surrounded by love, but they realise that there is a transition in affective attachment, and care-takers tend to take their place in the affections of the children, especially when young. The expression of maternal solicitude on the telephone finds it difficult to stand up against the direct care that children receive from other family members (Ambrosini, 2013).

The centrality of the care-takers in this painful motherhood management from afar recalls a more general aspect. ‘Reverse remittances’ (the help that migrants receive by their family networks in the homeland) are crucial resources for the balances that transnational migrant mothers and their families seek to build and maintain. They are even more crucial for irregular workers: in many cases after they had acquired loans and assistance from their family and neighbourhood network to leave, they remain trapped for years in the receiving society, and thus have a more acute need of someone to entrust with the family at home and other properties in the homeland.

The most decisive aspect is obviously the care-taking of the children. As Boccagni (2012) points out, “a pivotal point is that migrants’ money, whatever the efforts they made to save it (and then to complement it with frequent contacts from a distance), cannot, generally speaking, ‘act by itself’. Especially as relationships with dependants or frail persons are at stake, the mediation of other left-behinds is fundamental. Even in the best of the cases, a division of labour emerges whereby migrants (...) enact their kin-work obligations in basically economic terms. At the end of the day, they sponsor other persons – family members or not – that are thus enabled to provide in-hand care” (id., p.6).

Reverse remittances include other services provided by reference social networks in the homeland (see Mazzucato, 2011). They can be divided into three classes. The first concerns an extension of care to the family, including care for elderly parents and other relatives in need of help. The second is economic in nature and consists in the supervision of any investments, such as the purchase or construction of a home (the dream of many immigrant), the buying of land, or the start-up of small businesses. The third has to do with the institutional environment, and concerns the management of paperwork and dealing with authorities, and sometimes access to medical treatment, when distances, legal status and time permit. But the bonds of reciprocity extend beyond the actual services received, and which are not
Home, left-behind families and contacts with them are also a source of emotional support. Engagement as a caregiver at a distance makes sense in the whole migration process, and gives the strength to bear solitude and exploitation. It proves to be a source of personal consistency (Boccagni, 2012).

There is one final point: having a home, a context of social relationships, and social belonging to the homeland help migrant workers—especially those with children left behind—to maintain a dislocated identity with soothing psychological effects. They work and live here, but the centre of their affections and interests remains there. They have a wealth of links and memories, though often sentimentalised, which bind them to the past, and they may cultivate an aspiration for a future better than the life of hardship that they lead in the migration country. This requires them to maintain a second option—the return home—imagining that they can count on the affect, welcome and support of those who have received help from them.

Courier services perform a function for the exercise of care at a distance by mothers towards their children, carrying money, gifts and letters. But they have also a reciprocal function: through the same couriers and the small gifts that they receive, migrants can be reassured about their family ties. They may feel that they still have a home and family in the homeland. Couriers do not only fuel forms of ‘nostalgic trade’ (Orozco et al., 2005); they also confirm the embeddedness of immigrants in the emotional context that remains central to their thoughts.

On the other side, in receiving societies a widespread underestimation of the care-drain problem takes place. It is justified with various types of rhetoric. Ignorance and indifference are widespread. Even when an acknowledgement arises, a sense of fatalism prevails as if the care drain were an inevitable consequence of the economic imbalances between the different regions of the world. Others are astonished by the ‘courage’ shown by these women in accepting long separations from their children and lives full of sacrifices, in order to give them a better future (see Ambrosini and Boccagni, 2007). Yet, in other cases, the idea is to put forward that is ‘their culture’ to produce child-care practices based on the extended family different from those prevailing in the receiving societies.

Addressing the issue of the care drain becomes increasingly necessary, because societies of origin no longer idealise migrant mothers as ‘heroines’ of the nation (for example, in the Philippines). To varying degrees, there an attitude of stigmatisation against them prevails (Parreñas, 2005; Widding Isaksen, Devi and Hochschild, 2008). Moralistic and psychological views are expressed concerning the relationship among mothers’ departure, family crises and children’s problems. Deterministic relationships are established between migration and social dysfunction, emphasising in particular that the loss of parental control exposes children to the risks of alcoholism, drugs, involvement in gangs, and teenage pregnancy.

In Ecuador, for instance, there is much insistence on the waste of money associated with
the loss of values and in some cases of ‘identity’. Young people have access to a world of objects that they could not previously afford, and this allegedly makes them materialistic and superficial. Teachers claim that cell phones, computers, or cameras produce conflicts and social differences among teenagers. More broadly, the sending of money and gifts is seen as a commodification of loving relationships: it is taken for granted that immigrants’ children do not receive affection from their parents. Thus, the country's broader cultural changes, with the advent of new fashions and consumption practices that undermine and transform traditional lifestyles is linked to the influence exerted by migrants and their remittances, obscuring other factors of social change and the pervasive influence of the global North (Herrera and Carrillo, 2010). These attitudes hamper understanding the actual experience of migrant mothers –the needs that motivate their departure, the projects that supports them, the suffering that accompanies their experience, the various outcomes that their migration may produce–, an understanding that must as far as possible be devoid of moralising or ideological prejudices.

Another relevant but understudied issue concerns the care drain towards older members of migrants’ families (but see: Baldassar, 2007; Baldassar, Baldock and Wilding, 2007). Migrants are mainly young adults, and often women: they leave behind not only children, but also parents, grandparents and other relatives. For some years they can be a resource for migrants, for instance taking care of their children, but when getting older they require several kinds of care. Public institutions in many countries do not supply an adequate support, and families are expected to fill the void. Here again the role of adult women is salient: “In migrating to supply care to others, the women – from Albania, the Philippines, Peru and many other poor countries – are depriving their own families and elderly parents of the care they need and expect” (Vullnetari and King, 2008: 145). So migrants are involved in forms of support at a distance also towards their parents and other dependent relatives: for instance sending remittances to other members of their family networks providing them with material assistance.

But transnational families are not a homogeneous category. Also accepting to apply the label only to families where the migrant adult is a woman, we can find different forms of transnational family life. Consequently, there is not a single type of transnational family, but rather ones with different strategies to cope with separation and the care drain, where biographical data such as age, objective factors such as distance, political resources such as citizenship, specific elements such as the composition and strength of the enlarged family network, define the perimeter within which families separated by borders endeavour to maintain contact with children and provide for their needs. For instance, for immigrants from a closer country, such as Eastern Europeans, the shorter distances and fewer obstacles to mobility, particularly for those with new EU citizenship, made circulatory forms of migration more feasible, as well as reciprocal visits and meetings with their families, or at least for mothers and children. Research carried out in Portugal on immigrant women employed in the domestic sector has produced similar results (Wall and Nunes, 2010). As a result, studies conducted in Italy (Ambrosini, 2013) have identified three types of transnational families.
Tab 1. Typology of transnational families

<table>
<thead>
<tr>
<th></th>
<th>Circulating transnational families</th>
<th>Intergenerational transnational families</th>
<th>Child-oriented transnational families</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Protagonists</strong></td>
<td>Adult and mature mothers</td>
<td>Mature mothers, young grandmothers</td>
<td>Young mothers</td>
</tr>
<tr>
<td><strong>Dependent people</strong></td>
<td>Children of different ages</td>
<td>Grown up children and often grandchildren</td>
<td>Young children</td>
</tr>
<tr>
<td><strong>Origin</strong></td>
<td>Especially new UE countries (POL, Romania)</td>
<td>Non-EU Eastern-EU countries (especially Ukraine, Moldova)</td>
<td>Especially non-EU countries (Latin America, Africa, Philippines)</td>
</tr>
<tr>
<td><strong>Returns to native country</strong></td>
<td>Frequent</td>
<td>Quite frequent</td>
<td>Rarer (problem of distance and costs)</td>
</tr>
<tr>
<td><strong>Children visiting in Italy</strong></td>
<td>Relatively frequent, anyway possible</td>
<td>Quite rare</td>
<td>Almost impossible</td>
</tr>
<tr>
<td><strong>Family reunification</strong></td>
<td>Not wished, even if more frequent over time</td>
<td>Not foreseen, even if it arrives for younger children</td>
<td>Wished or carried out</td>
</tr>
<tr>
<td><strong>Migration project</strong></td>
<td>Oriented to community</td>
<td>Oriented to going back (in the wishes)</td>
<td>Oriented to stabilisation in Italy (Latin America); or also in investing in children's education (Philippines)</td>
</tr>
</tbody>
</table>

In the three columns we distinguish:

a) **circulating transnational families**, characterised by geographical mobility in both directions (from the home country to the receiving country and vice versa), with quite frequent returns by mothers, visits and holidays for children in Italy, lower propensity for reunification, especially at the beginning. Over time, however, settlements occur, with consequent reunifications. The movement is facilitated by geographical proximity, and a fortiori by political belonging to a EU country, as in the case of Romania and to, a lesser extent, Poland;
b) **intergenerational transnational families**, in which mother-care workers are actually often already grandmothers or, however, have a more mature age and older children. They are planning to stay abroad only a few years, trying to maximise the economic benefits of their work, but also enjoying a freedom of movement unthinkable at home. They also came mostly from Eastern Europe, especially Ukraine and Moldova. They must match the demands of different generations (from children to their parents), usually making them stay well beyond their personal propensity.

c) **child-oriented transnational families**, closer to the image given by the most-relevant literature: mothers with still young children, separated from them by long distances, involved in caregiving at a distance, suffering for the separation from children, mainly oriented, when possible, to re-unification and stay in the receiving country (Latin American migrants), or even investing in studies at home and in international mobility (Philippines).

### III. Family Reunifications

Less attention has been so far paid to the next step (see Suarez-Orozco, Todorova and Louie, 2002; Kofman 2004; Pratt 2012): the women who migrate first, especially mothers, activate processes of family reunification, as fathers have been doing for many years (Bonizzoni, 2007, 2009; Ambrosini, 2008). However, the social characteristics of women migrating alone, the forms of their integration into the labour market, and their relationships with the receiving society create differences between the reunification trajectories of mothers and fathers.

Reunifications follow different trajectories depending on several variables. Besides the legal status of resident immigrants (regular vs. irregular ones), citizenship, differentiating between migrants from the European Union and those labelled as ‘third-country nationals’ (Kraler and Bonizzoni, 2010); the obstacles created by the tightening of regulations on reunification (Carling, Menjivar and Schmalzbauer, 2012); geographical distances, which make it easier for those from nearby countries to visit their families and vice versa, helping to maintain links and lessen the urge to reunite, as we have seen. The age of the children is another diversifying factor that affects the complex evaluations of whom and when can be reunited. The youngest children are often left in the care of grandparents or other relatives, and are sometimes sent back to the parents’ country after being born in Italy. The older children may have come of age, or may be enrolled in educational courses not compatible with the reunification; or, on the contrary, they may have been brought to receiving countries when they were almost eighteen years old, when legally possible, in the hope that there they could find better opportunities.

Research conducted in Lombardy (Italy) found that partially reunited families were parti-
cularly frequent in flows where women were the first migrants (especially among Filipinos, Latinos, 51.9% and 46.5% respectively). In 71.4% of cases, they were women who had been followed by their husbands, while the children remained at least for a period in the country of origin (Ambrosini, Bonizzoni, and Caneva, 2010).

Turning to the social characteristics of the people involved, it is first to be noted that when women come first and then activate the family reunification procedure, non-conventional conditions are more numerous from the outset: single mothers, widows, divorced and separated women, or those seeking to escape from deteriorated marriages (see Banfi and Boccagni, 2009; Vianello, 2009). Also during the transnational phase, the risk of marital break-ups is higher (for a broader analysis of the relations between geographical mobility and union stability, see Boyle et al., 2008; Landale and Odegna, 1995).

The result is the greater vulnerability and economic instability that are frequent in single-parent families of modest social conditions. In the case of migrant mothers, this also translates into a tendency to reunite children when they are older and therefore more independent, due to the difficulty of providing them with the care that would be required at a younger age (Bonizzoni, 2009). Therefore, the combination of foreign single mothers and adolescent children constitutes a condition of social vulnerability, i.e. it carries more risks of poverty and dependence, as well as severe difficulties in combining work and family (see: Zontini, 2004).

At other times, first-migrant mothers activate family reunifications in which the roles are reversed: the active partner is the wife, while the husband assumes the status of reunited spouse (Lagomarsino, 2006). If couples follow the legal channels, they still have to deal with strict constraints of income and living space in order to rebuild the family unit; if the reunification takes place outside the regulatory framework, as is often the case, there is a risk that the couple will live under a ‘sword of Damocles’, with permanent uncertainty and the risk of expulsion, after all their efforts to resume life together (1) (for comparison with the American case, see Menjivar, 2006). In any case, husbands often experience dependence, loss of status, and difficulties of integration into the labour market (especially the regular one) that have repercussions on the family (2).

On the other hand, male-led reunifications more frequently follow a pattern of family life close to that of the conventional nuclear family: in most cases, these are stable families, in which parents and children live under the same roof. In this case, husbands almost always have jobs, while wives start from a position of dependence, and often can only partly enter paid employment.

Also family-composition models are different: men frequently tend to marry and have their first child after they have emigrated, unlike first-migrant women, who in general emigrate when they are already burdened with family responsibilities. Indeed, their concern for their
children is the main reason for their departure. Hence, the reunification enacted by men is very often the reunion or the creation of a conventional nuclear family by a husband that has settled and improved his economic circumstances. The reunification enacted by women follows various patterns. They may or may not have a stable partner in the homeland. But in most cases they immigrate because they have children and want to provide them with a better life.

The situation, however, changes dramatically when family reunification takes place. Family reunification alters the framework of migrants' obligations and their economic investment. If children join their families, or at least their mothers, many aspects of work routines, everyday life, and the savings of migrant women and their families change. From a live-in job, mothers try to move to one that allows them to have a home and family life. Among other consequences, the ability to save diminishes. At the same time, the motivation to send money dwindles.

Frequently, moreover, especially when the husband follows his wife as reunited spouse, marital crises, infidelity, separations, re-entry into the family, definitive breaks and new unions occur (Ambrosini, Bonizzoni and Caneva, 2010). Rather than being a happy ending to a story of suffering and attachment, the reunification is a new beginning (Pribilsky, 2004), with all the uncertainties that ensue, also given the difficult environmental conditions and less support from the parental network and neighbourhood. Account should be taken of the fact that migrant women, in assuming the role of breadwinner, acquire greater bargaining power within the couple, and are less tolerant of behaviours such as alcohol abuse, going out with friends, and infidelity, which were perhaps previously more tolerated when they were economically dependent on their husbands.

Another aspect that the literature has highlighted concerns doubts about, and reappraisals of, the pathways of reunification, which had to do with the difficulties of children in adapting to the new environment (for a comparison with the experience of Filipino families in Canada, see Pratt, 2012). For these children, the mother, after years of separation, tends to become a kind of step-parent, with whom the restoration of trust and intimacy is not immediate, while they have left behind in the homeland the people who actually took care of them for several years, especially the maternal grandmother. Sometimes children go back to the homeland, especially when they encounter difficulties at school; then they may return to the new country when realising that their future in the homeland would be even harder and more precarious.
IV. Conclusions

Often motivated by concern for the family, especially the children, the decision to migrate splits the family. Then its sets in motion a mechanism whereby the objective facts of the separation, distance, and the need to organise the daily life in new ways is in conflict with the subjective views of the continuity and intensity of emotional ties, as well as care responsibility. Bryceson and Vuorela (2002) have described the migrant family as an “imagined community”, comparing it to a nation and ethnicity: an ideological and abstract construct, and therefore relative and changing. The results of other studies show that there is a hard core at the centre of family ties, i.e. the relationship with the children and the desire to take care of them, even if from a distance. The “caring” is the crucial aspect, which is reflected in relations with relatives, in ways of communicating, in economic behaviour. The strategies and investments of immigrant families are built around this core. We have identified two main versions: the practice of parenting from a distance, and reunification in the destination country. These two strategies can often be considered as two phases of a long and difficult process, in which a number of variants and influencing factors can be identified.

Firstly, gender significantly affects family forms and parenting practices. The decision on who can or should emigrate first highlights marked differences among the contexts of origin: in Italy and in other countries, women are the first to emigrate particularly from Latin America, Eastern Europe and from some Asian countries such as the Philippines.

For women, migration and mothering at a distance are more frequently connected with incomplete, broken or reconstituted family arrangements. Both single-parent families and new marriages are much more common among first-migrant women.

The studies have also showed that family reunification is a longer and more-complicated process than is commonly believed. Many family reunifications are only partial: not all children are reunited in the receiving society. Many other reunifications, the majority for some national groups, are accomplished with informal procedures, especially when husbands joined their wives, probably because it is difficult to fulfil the legal requirements in terms of income, or the size and tenure of the home, whilst it is relatively easier to obtain a residence permit for work after a regularization law or immigration quotas (for the Spanish case, see González-Ferrer, 2011). It should be borne in mind that especially in Southern Europe in the past two decades, it has been easier for immigrants to regularise their positions as undocumented workers than to obtain residence permits for family reasons. On average, the procedures are long, requiring several years.

It should also be recalled that family reunification is desired and practiced mainly by migrants coming from afar, such as Latin Americans. For migrants coming from a closer country, such as Eastern Europeans, the shorter distances and fewer obstacles to mobility, particularly for those with new EU citizenship, make circulatory forms of migration more
feasible, as well as reciprocal visits and meetings with the family unit, at least for mothers and children (see Marchetti, 2013; for the Spanish case, Leifsen and Tymczuk, 2012). In these cases, mothers can also use a more complex range of means to keep the relationship with their children symbolically alive: in addition to telephone calls and remittances, which occupy a central place in the emotional relationships of families separated by borders, there are gifts sent by courier, gifts that range from expensive consumer objects to essential goods, such as medicines (Ambrosini, 2012b).

But even during their lives in host countries, the family composition had changed and continued to change, especially for those who were in host countries only with the mother: sometimes they had to share the dwelling with other relatives or other people; or a child began to live with the mother’s new partner, or for a period lived with relatives and not with the corresponding parents (for example if the mother was working as a live-in carer). In general, high rates of changes of address are connected to the variability of family structures, because children and families frequently move home and change the district of the city in which they live. Young people, however, seem used to moving and not being permanently resident in one place: frequent trips to the country of origin are part of their biography (including those born in Italy or brought over when very young), and their future projects often envisage mobility (going to study/work/live in other countries and continents), as well as the desire to see other places (especially those to which other relatives have emigrated).
Part II The Advanced Training Programme

TRAINING A
The Sending Countries

MODULE 1A
PSYCHO-SOCIAL ASSISTANCE TO CHILDREN LEFT BEHIND IN THE COUNTRY OF ORIGIN

MODULE 2A
PARENTING FOR FAMILIES SEPARATED BY LABOUR MIGRATION (PREPARATION, DISTANCES PARENTING AND RETURN)

MODULE 3A
ECONOMIC AND EMOTIONAL IMPACT OF YOUNG MIGRATION ON ELDERLY

TRAINING B
The Receiving Countries

MODULE 1B
INTEGRATED SUPPORT SERVICES IN THE REUNIFICATION PROCESS

MODULE 2B
LEGALISATION THROUGH MARRIAGE

MODULE 3B
MIGRATION, MATERNITY AND TRAFFICKING: IMPROVEMENT OF THE ASSISTANCE PROGRAMMES HELD FOR PARENTS, VICTIMS OF TRAFFICKING, IN RECEIVING COUNTRIES

MODULE 4B
THE ROLE OF REMITTANCES IN THE DYNAMICS OF TRANSNATIONAL FAMILIES
INTRODUCTION TO THE TOPIC

Children are greatly affected by the labour mobility in the European community. The Children Left Behind (CLB) phenomenon has been increasing in the last years. The European emigration flux is centred on the Central/Eastern countries’ axis towards Western countries. The destinations are usually: Italy, Spain, England and Scandinavian countries.

Children left behind by migrant parents represent a dramatic social problem especially in some European countries. Overall it is possible to outline that the issue is only now beginning to receive attention in the enlarged EU. The data recollected, thanks to childrenleftbehind.eu network and the European commission study, although uncertain, suggest that there are 500,000 children in Europe living without one or both migrant parents. In some countries the scale of the phenomenon is such that public institutions and policy makers intervene, in other countries is still underestimated.

Researches evidence on the consequences of migration on children in sending countries - produced at European level - affirms that minors live an emotional impact due the lack of parental affection. The departure of one or both parents, especially the mother who usually carry on the major domestic burden, enormously affects children. Children, in the majority of cases remain with one parent or grandparents, sometimes with some neighbour or sibling.

The consequences of the lack of parental support, as underlined by current literature, are:

• Deterioration in the child’s scholastic performance (drop in performance, absenteeism, increase risk of leaving school, arguments with teachers and school friends)
• Unhappiness, anxiety, tendency to feel depressed, lack of motivation, apathy, indifference towards what is happening
• Attention deficit disorders, lack of concentration and inability to complete tasks
• Lack of long-term perspective and inability to look to the future
• Problems in building up self-esteem
• Increasing display of unacceptable behaviours (aggression, substance abuse)
• Use of alcohol and drugs

Beyond the best interest of the child it is important to deliver necessary information on the risk and difficulties their children could face with a separation.

The module deeps the topic of socio-psychological effects of migration on children left behind trough a qualitative study, produced in Bulgaria by Partners Bulgaria Foundation.

DESCRIPTION OF THE MODULE

This module is designed to support professionals working with transnational families and children left behind. It is designed as a workshop for 20 participants, i.e. social workers, teachers, school psychologists, pedagogical counsellors, headmasters and other professionals committed to providing care for children with problem behaviours. The module has two elements:

• To analyse the context of children left behind and the socio-psychological consequences of migration;
• To develop understanding and skills to identify and support children with emotional and behavioural difficulties;

The module aims at increasing the knowledge of experts with regards to the socio-psychological consequences of children left behind and the manifestations of challenging behaviour of children, who experience separation from their parents working abroad. The modu-
OBJECTIVES OF THE MODULES

• To understand the effects of migration for children left behind
• To recognise symptoms of a child’s challenging behaviour and understand how they function, communicate and express their needs;
• To develop an effective positive approach to respond to a child’s problem behaviour;
• To build and coordinate a support network of professionals and key family members in order to implement a child-centred support plan.

DURATION
3 hours

TARGET GROUPS
social workers, teachers, school psychologists, pedagogical counsellors, headmasters and other professionals committed to providing care for children with problem behaviours

EQUIPMENT NEEDED FOR THE TRAINING
laptop, multimedia projector, flipchart, pieces of coloured paper, blank paper for posters, markers/board pens, pens.

CONNECTION WITH OTHER MODULES
1B Integrated support services in the reunification process
METHODOLOGY
The methodology of this module is adapted to address the needs of migrants’ children who express behavioural problems as a result of being left behind. The model proposed is not a correctional programme for children within the clinical category of “emotional and behavioural disorders”. The suggested techniques operate at the level of prevention and early intervention, and are less efficient in dealing with forms of behaviours involving high risk of violence and/or self-harm. They offer a model that can be adapted according to the needs of each child. These techniques can be applied by specialists with broad professional profiles and in different contexts.

This approach includes a system of positive actions and modifications of the environment aiming to respond to the child’s needs and achieve socially desirable changes in the child’s behaviour. The method facilitates eliminating unacceptable behaviour and learning new and more adaptive behavioural models. It includes a positive reinforcement as a combination of positive actions intended to stimulate the desired behaviour in different contexts: at school, at home, among friends.

The starting point of this positive approach is to change the perception towards the child’s personality, namely to assume that the child is not a “problematic kid” but that the child has a problem, which he or she communicates in a challenging way. Providing positive behavioural support does not attempt to control and “manage the problem behaviour”. It means a holistic process of support directed towards the child as a person, helping the child learn self-control and new skills. The positive approach does not avoid the introduction of rules and sensible sanctions when necessary.

It is focused on long-term capacity building of children’s ability to control themselves and work out constructive solutions of challenging situations.

SUPPORTING MATERIAL
Annex 1 Socio-psychological consequences of migration for children left behind, Study
Annex 2 Positive approaches to support children with emotional and behavioural difficulties
Annex 3 Case study
SESSION 1
SOCIAL-PSYCHOLOGICAL CONSEQUENCES OF MIGRATION ON CHILDREN LEFT BEHIND

Activity 1  Describing the context: socio-psychological consequences of migration on children left behind

Duration: 30 minutes


Introduction to the module and its 2 key elements:
• socio-psychological consequences of migration for children left behind
• positive approaches to support children with emotional and behavioural difficulties

Trainers present the study “Support For Children Left Behind by Parents Living and Working Abroad”

Activity 2  Brain-storming and group discussion. Perception of children's problem behaviour

Duration: 20 minutes

Participants are asked to share their observations of children left behind and describe characteristics of problem behaviours, demonstrated by some of them. The facilitator registers the answers and makes a list of characteristics on the poster. The facilitator asks additional questions and asks participants to give examples from their own experience.

Activity 3  Presentation and small group discussion. Children with emotional and behavioural difficulties

Duration: 40 minutes

Presentation (15 minutes). The trainers present a few slides with the key characteristics of problem behaviour of children whose parents work abroad. The information is based on the study of children left behind in Bulgaria.

Small groups discussion (25 minutes). The group is divided into 3 small groups, in which participants rotate after 5 minutes /world café method. The first group has to discuss and jot down on a poster the most common difficulties parti-
Participants have faced in their work dealing with problem behaviour of children whose parents are working abroad. The second group has to discuss and take notes of the ways they help children cope with various difficulties they experience when left behind. The third group has to discuss and write down how they cooperate with parents and with other significant stakeholders in order to provide a better support for children left behind. The three groups write their answers on posters, they have 5 minutes to do this. Then they change their seats, rotating clockwise and going to the poster of the next group. There is one constant representative of each group staying to the poster of his group who explains the previous answers and adds new ideas and suggestions coming from the representatives of the other groups. Time to do this - 5 minutes for each “base” (poster), 15 minutes altogether. After the smaller groups have passed through all “bases”, the trainers conduct a final discussion, which takes 10 minutes.

SESSION 2
POSITIVE APPROACHES TO SUPPORT CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Activity 4  Positive approaches to support children with emotional and behavioural difficulties

Duration: 40 minutes

Annex 2 - Positive approaches to support children with emotional and behavioural difficulties.
Provide definition of key concepts such as “challenging behaviour”, “children with emotional and behavioural difficulties” and “positive approaches”. Present the main characteristics of a five-step model of positive support to children with emotional and behavioural difficulties.

Activity 5  Case-study analysis.

Duration: 45 minutes

Annex 3 - Case study

They receive a printed case study, describing challenging behaviours of a child whose parents work abroad. The group splits into 3 smaller groups. Each group discusses the case within the five steps model by referencing the case information. Each group has to write its ideas on a poster. After 30-minute work, the groups come back together and a speaker from each group presents the results of their discussion to the other participants. A final discussion and the facilitator’s summary conclude the session.

Evaluation questionnaires p.86
INTRODUCTION TO THE TOPIC

Labour migration is one of the options that parents have in order to ensure the wellbeing of the family. But the activities producing such wellbeing are not without risk; in fact, the more extensive the production of wellbeing, the more intensive the production of risks (Beck 2009, 3).

In order to mitigate the effects of risks on the family, parents have several options: either to leave their children behind or to take them along. Despite being a preferable solution, the latter option poses its own problems and sometimes, because of economic issues, or because of adjustment difficulties, children return to the country of origin (with or without their parents) -i.e. they re-emigrate.

In the case of these children, studies indicate that the absence of one or both parents may be associated with a series of risks and vulnerabilities or with the needs of these children not being taken care of. Attachment disorders, poor communication of feelings and emotions may have negative effects on the child’s psycho-social development.

In the case of remigrant children—who return to the country of origin after a period of time abroad— the main issues are related to their social, academic and cultural adjustment. Also, remigration is associated with a significant/major risk of developing specific disorders from the pro-social spectrum (emotional, conduct, hyperactivity/inattention or peer-relation problems). The subsequent development and the adjustment of remigrant children to social and school requirements can be seriously compromised if the specialised support for maintaining their development in the limits of normality is lacking (Alternative Sociale, 2012).

“Parenting from abroad” report has identified the importance of family involvement in providing the best environment for meeting the child’s development needs. The child-parent relationship has a major influence on most aspects of child development. When optimal, parenting skills and behaviours have a positive impact on children’s self-esteem, school

achievement, cognitive development and behaviour. The module discusses five basic skills identified.

The quality of parenting a child receives is considered the strongest potentially modifiable risk factor that contributes to the development of behavioural and emotional problems in children. Parenting skills are effective regardless of the specific moment of migration (before, during or after migration), which is why the proposed module will focus on the understanding of the situation of children affected by migration and on the skill-transfer abilities, rather than the migration timeframe.

DESCRIPTION OF THE MODULE

The proposed training module is based on the fact that families sometimes need support in order to develop essential parenting skills. In the context of migration even those families who do have the necessary skills find it difficult to apply them from afar. The training module is divided into 3 sections that facilitate the development of essential skills for social workers working with migrant parents for the development of parenting skills.

Session 1. The situation of families affected by labour migration
In order for professionals to be effective they must first understand the implications of migration on adults and children involved. This section presents the situation of both children left behind and remigrant children.

Session 2. The role of parenting skills in addressing the negative effects of migration on the children. The programme helps participants understand and operationalise the concept of parenting skills.

Session 3. Practicing the transfer of essential parenting skills to migrant parents
In this session the training programme helps participants develop their skill-transfer abilities.

The module will have a duration of 4 hours.
OBJECTIVES OF THE MODULES

• Participants become familiar with the situation of families affected by migration
  Participants will be able to:
  - understand the changes in the family dynamics determined by migration;
  - identify the risks associated with labour migration;
  - understand the specific problems of children affected by migration;
  - understand the main role of parents in preventing/addressing
    the adverse effects of migration.

• Participants understand the importance of parenting skills in addressing
  the negative effects of migration on the children
  Participants will be able to:
  - identify the relevant protection factors that need to be strengthened in
    order to achieve the protection of migrant family;
  - identify parenting skills that are effective in preventing/solving problems
    associated with migration;

• Participants are able to transfer essential skills to migrant parents
  Participants will be able to:
  - identify and illustrate principles of effective communication
    between parent and child;
  - teach the migrant parents how to communicate effective
    with their children;
  - teach the migrant parents to plan their migration taking in consideration
    the real risks and the resources they can use in managing the process.
DURATION
4 hours

TARGET GROUPS
social workers from public and private institutions working with families affected by labour migration

EQUIPMENT NEEDED FOR THE TRAINING
laptop, projector, flipchart, markers

CONNECTION WITH OTHER MODULES
1B Integrated support services in the reunification process

METHODOLOGY
PPT presentations;
Debate;
Discussions and group sharing
Working in groups

SUPPORTING MATERIAL
Annex 1 - Problems of children affected by migration (Power point)
Annex 2 - Parenting skills definition (Power point)
Annex 3 - Principles of effective communication between parent and child (power point)
Annex 4 - Question sheet

SESSION 1
THE SITUATION OF FAMILIES AFFECTED BY LABOUR MIGRATION

Icebreaker: All Connected Circle.

Duration: 10 - 15 minutes

Ice breaker: This exercise aims at mutual knowledge of participants
One of the participants stands and starts presenting herself/himself (“I was born in ...”, “I like pizza”, “I have 2 children”, etc.). As soon as someone hears something that they have in common with another participant they stand up and come near the person speaking. Then this person starts talking about her/himself. The game continues until everybody in the class has joined the circle. Highlight that all participants are connected in some way.
Activity 1  Presentation of the topic - Understanding the situation of children affected by migration

*Duration:* 30 minutes

*Annex 1:* Problems of children affected by migration (Power point)

*Method:* Working in groups, discussions. PPT Presentation and trainer guided discussions on the children affected by migration (Annex 1)

The trainer presents the effects of migration on the family and the specific problems of children affected by migration using the PowerPoint (Annex 1); the trainer stimulates a discussion among participants on the facts presented.

Activity 2  Discussion. The situation of families of migrant workers

*Duration:* 45 minutes

Participants will be divided into 4 groups.

The first group will list the advantages of migration for the family. The second group will list the advantages of migration for the child. The third group will list the disadvantages of migration for the family. The fourth will list the disadvantages of migration for the child. Then representatives of each group will present the findings in the reunited group.

The trainer facilitates the discussions and concludes that migration:
- is a positive phenomenon;
- determines changes in the family dynamics;
- the risks associated with labour migration are considerable;
- the negative effects of migration must be prevented/addressed;
- the parents are the main stakeholders in managing the adverse effects of migration.
SESSION 2
THE ROLE OF PARENTING SKILLS IN ADDRESSING THE NEGATIVE EFFECTS OF MIGRATION ON THE CHILDREN

Activity 3  Understanding the risk and protective factors relevant to the situation of families affected by migration

Duration:  20 minutes

The purpose of this activity is to help participants to better understand the situation of families affected by labour migration from a practical perspective. The trainees will be able to identify the factors that need to be developed/prioritised and those that need to be fought against in order to prevent or reduce the consequences of migration.

The trainer will divide participants in two teams. Each team receives flipchart sheets and markers. The members of the first team receive the task of identifying the factors which contribute to the success of the family’s migration plan. The second team will describe the factors that hinder the family’s migration plan (including stereotypical and discriminatory attitudes).

Representative of each team presents the information. The other participants are invited to contribute with comments, questions, remarks, etc.

The trainer and participants conclude that:
- in order to achieve the protection of the children and of their family, the protection factors need to be strengthened and prevented;
- the protective factors are also relevant in addressing negative effects of migration that already occurred;
- the main stakeholders in managing the adverse effects of migration are the parents; however, not all the parents have the necessary information and skills;
- the role of the social worker is to build the capacity of the family to solve their own problems.

Activity 4  What are parenting skills?

Duration:  10 minutes

Annex 2 - Parenting skills’ definition (Power point)

The purpose of this activity is to help participants define the parenting skills and to illustrate with examples some types of them. Using the cluster method, the trainer encourages them to think freely and to bring ideas and connections related to the concept of “parenting skills”, which will be written on flipchart. After that, the ideas will be used to explain the concept and to employ it in the following activities of the programme. The trainer will also present a definition of the concept (Annex 2).
Activity 5  Connecting parenting skills with problems of children affected by migration

Duration:  30 minutes

The purpose of this activity is to help participants practice the identification of the parenting skills needed by migrant parents in preventing the occurrence of problems in the situation of their children or tackling such problems if they appear. The trainer asks participants to help to draw a list of 10 issues that occur in the situation of children affected by migration. The trainer then gives instructions with regards to the application. Participants are separated in pairs and receive the task of solving one of the problems listed. They have to identify the appropriate parenting skills that are effective in:
- preventing the problem before it occurs;
- solving the situation (when the problem appears).
The results of the activity of each group are then presented and discussed in the larger group.

SESSION 3
PRACTICING THE TRANSFER OF ESSENTIAL PARENTING SKILLS TO MIGRANT PARENTS

Activity 6  Principles of effective communication between parent and child (adapted from Child Development Institute-Guidelines For Parent/Child Communication)

Duration:  10 minutes

Annex 3 - Principles of effective communication between parent and child (Power point)

The trainer explains that the quality of the interaction between parent and child depends on the quality of the communication between them.
In the first part of the activity, the trainer will present the principles of effective communication between parent and child. It follows an interactive discussion among participants.

Activity 7  Principles of effective communication between parent and child - application

Duration:  35 minutes

Annex 4 - Question sheets

Participants will be paired in groups of two and given the following roles: one will act as “the child”, the other as “the parent”. They will be given the same set of questions (Annex 4_ Question sheet); the “parent” will then be asked to write down the answer to the questions as if he were his/her child; the “child” answers the questions as himself/herself.
Their answers will then be compared and different answers to the same questions identified. The goal of the first part of the exercise is to invite the “parent” to consider his/her relationship with the child and to evaluate how well he/she knows the child. The second part of the exercise aims to invite trainees to participate in a simulated parent-child discussion along the answers to given to the questions. The trainer will follow the simulations and will direct participants in applying the previously-presented principles. The trainer will conclude that such exercises can be used in developing parents’ communication skills.

Activity 8 “The graduation”

Duration: 45 minutes

Method: interactive discussions

The activity is designed to help parents go through the process of planning their departure, or, if the departure already occurred, to broaden their perspective on the implications of their plans, on the facilitating/protective factors and of the risks incurred. Participants will become accustomed with the exercise in order to be able to run it themselves. Participants are asked to play the role of parents and imagine that they had just reached their migration goals. They are asked to define and evaluate their achievements describing the changes that occurred: “where do you live now?”, “with whom?”, “what do you do to make money now?” etc.

The trainer then addresses questions regarding the process:
- How long did it take you to get here? More or less than the initial plan?
- What were the main successes? What helped you achieve them?
- What problems did you encounter along the way? Were there obstacles that you planned for? Were there some that you have not initially foreseen? How did you manage them?
- Who helped you when you were in need?
- How did you communicate with your family (husband/wife, children, grandparents, relatives etc.)? Did you have difficulties? If yes, what did you do?
- Are you happy with the evolution of your children? What factors contributed to their situation? How is your relationship with your children now?

The trainer emphasises that by participating into this exercise parents have the chance to consider different aspects of their migration plan (starting with the need for a plan). They have the opportunity to learn more about the implications of their decision and to consider risks and resources. Even in the case of parents that have already been gone for a while, the exercise is still effective in helping them establish milestones and in inviting them to a personal analysis of the different implications of their plans.

Evaluation questionnaires p.86
INTRODUCTION TO THE TOPIC

Migration produces social and economic consequences in the countries of arrival but also in the countries of origin. Europe lived massive migration wave in the 19th century, in the early 20th century and after the Second World War towards America. Studies focused extensively on the effects of the migration flux produced in the societies of arrival, giving particular relevance to the economic aspects. Only recently some authors have started to analyse the emotional and economic impact among family members left behind in the country of origin. Although studies considered cases, each of which with peculiarities connected to the national context, it is possible to point out common transnational-care patterns and analyse possible solutions to overcome distance and reduce vulnerability of elderly left behind.

In 2010, there were 27 million international migrants aged 15 to 24 in the world, accounting for 12.4 per cent of the 214 million international migrants worldwide, and when adding migrants between the ages of 25 and 34, young migrants represent over 30 per cent of the total number of international migrants. This situation is quite visible in European countries, as migration of young generations has become one of the key components of demographic change. During 2012, there were an estimated 1.7 million people previously residing in a EU Member States, who then migrated to another Member State. This particular fact occurred in Bulgaria, the Czech Republic, Ireland, Greece, Spain, Cyprus, Poland, Portugal, Romania and the three Baltic Member States, where emigrants outnumbered immigrants, as also happened in Croatia.

In particular, new migration waves characterised Southern-European countries as a consequences of the sharp economic crisis of 2009. Increasing numbers of young people from Portugal, Italy, Spain and Greece, opt to move abroad to find more opportunities of success and higher wages for non-qualified jobs. In 2013 in Portugal, 110,000 left the country. Similar data are found in Italy, where in 2013 an increase of 19% of migration rates was recorded 100,000 people left the country. Meanwhile in Spain in 2013 there was the first decrease in population since 1971, with a 0.2% demographic loss. Finally Greece regained

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5 In 2013, there were 231 million migrants in the world, data from International Migration Report 2013, United Nations Department of Economic and Social Affairs/Population Division
in 2011 the status of a sending country due to the highest unemployment rates in Europe.  

For young people, the decision to migrate is often related to important life transitions, such as obtaining higher education, starting work or getting married. In our times the problem intensifies during financial crisis: lack of jobs and low salaries are the main reasons. Internal or international migration can have a positive impact on young people by opening up new opportunities, a path to participate in higher education, a better and decent job, a chance to gain professional experience or to pursue personal development, by building self-confidence, and allowing them to acquire skills and competencies beneficial to themselves and their countries and communities of origin as well as destination. Through international migration, young people are able to build and expand their professional networks, which in many cases are important in facilitating employment and access to opportunities. Although, this young migration has been acknowledged as a global challenge that needs to be understood not only within the broader context of internationalised labour markets and better perspectives of life, but should also be studied for its consequences on the increasing number of older parents left behind. According to several statistics and studies, population ageing is a long-term trend, which began several decades ago in Europe and the share of the population aged 65 years and more is increasing in every EU Member State, candidate country and EFTA Member State.

While adult children are emigrating, parents and close relatives are becoming isolated in their home country. This so-called ‘empty-nest syndrome’ does not only affect parents living in rural areas as much as previously thought. A commonly held view is that outmigration of young people has negative consequences for parents living everywhere, as they get older. Increasingly, the older left-behind are portrayed in academic and policy discourse as a “vulnerable group” of passive dependents, side-lined by modernisation and abandoned by their families. Especially unprepared, these elderly in many cases ‘lost’ all their children due to migration. The is a sudden fracturing of families, given the fact that the migrants’ irregular conditions make extremely difficult both for them to visit their parents at ‘home’ and for their parents to visit them. We can call them ‘orphan pensioners’ (King and Vullnetari, 2006), who felt ‘abandoned’ and who suddenly realised that the stable pattern of ageing and trans-generational care that has been in place for generations, had suddenly been snapped away, taking off the possibility of a better material quality of life, traumatising them because of the absence of their children. This sadness can be greatly enhanced when they have grandchildren living abroad, whom they had never seen or touched. The emotional impact of this cross-generation separation is evident in all of the interviews with older parents in this situation. Moving to another country automatically leads to having less contact with

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6 B. Pezzotti, “Italiani in fuga all’estero: boom (+71,5%) di espatri nel 2013 secondo l’Aire. Gran Bretagna al primo posto”. Il sole 24 Ore
7 El Mundo,”España perdió población por primera vez desde que existen datos anuales” 26/06/2013
8 J. Cavounidis “In the second trimester of 2011 unemployment among men aged 15-29 increased from 12.6% to 29.3% while among women in the same age group from 20.5% to 38%”. Migration and the economic and social landscape of Greece, South-Eastern Europe Journal of Economics 1, 2013, pp.59-78
the people left behind. The extent to which this deterioration of social relationships causes loneliness depends on how much zero generation is able to build new social networks.

In the above-mentioned case not only a brain drain is produced but it is also possible to talk of care drain: “demographic and economic changes have eroded the ability of relatives to provide care for elderly” (Moen and Forest, 1995). The traditional welfare-based model in Southern-European countries has been undermined by several factors, among which: decrease in birth rate and aging population, internal migration, increasing participation of women in job market, limited welfare-state provision. The care gap has been filled by migrant women employed in the domestic care especially coming from Eastern-European countries and South America. The international care chain brings to a broader reflection of transnational welfare for instance in the European Union where great inputs is given to internal labour mobility, persons are still considered strictly as a homo economicus.

Is it possible to provide care to families from a distance? Does a form of transnational care exist? Authors like Baldassar and Baldock, against the common assumption of gerontology, affirmed that forms of care could be provided not only through physical proximity. They analysed transnational care of the Dutch and Italian migrants to Australia, outlining that forms of care do exist and the emotional link with the family of origin re-emerged in community obligations like births, deaths and anniversaries.9

Transnational care is categorised into five levels of care: practical, financial, personal, emotional and moral (Finch and Mason, 1993). Some of these levels are fulfilled through regular communications —letters, telephone call, text messages, and new IT technologies, through money transfer to family left behind and through visits—10. In Southern-European culture it is a moral obligation for sons and daughters to support parents in their older age. Often such obligation emerged from the sense of guilt for not being present. Obligation may decrease in countries like the Netherlands, where public welfare provides an affordable and sufficient care.11

An alternative strategy to the de facto separation of children and parents due to economic reasons could be found through an interaction of public services - i.e. market-family / voluntary work (the diamond of care). First of all, from the point of view of the migrant, it is fundamental to canalise the use of remittances in proper services for elderly such as domestic-care professionals and healthcare professionals, parents’ enrolment in day-care centres, as well as to strengthen the neighbour network and to alternate emotional and practical support during moment of co-presence. Secondly, from the point of view of elderly, there is a way to deal with the emotional impact of abandonment and the deprivation

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10 Ibidem
11 L. Baldassar, The guilt trip: emotions and motivation in migration and transnational caregivings, Migration Working Group, European University Insitute, 2010
of being themselves care-givers for their grandchildren. Possible solutions to preserve the relationship with family members abroad is to improve in ICT skills, for example being able to have a regular visual contact through Skype. Another possibility is to join their children for short or longer periods if they are still able to travel.

Therefore, there is an urgent need to focus this vulnerability. While older people are commonly accepted as being a vulnerable or potentially vulnerable group, at present very little is done to meet their particular needs, or to recognise their unique skills and contributions. Humanitarian interventions often ignore special needs elderly have, using systems that discriminate against them and, on occasions, undermine their capacity to support themselves. **It is necessary to raise awareness among social workers in order to reduce their vulnerability and ensure that they have equal access to vital services**, by supporting their capacity to live independent lives and giving them some necessary skills, as well as by adopting attitudes, policies and programmes that always protect and support their rights and contributions.

**DESCRIPTION OF THE MODULE**

This module focuses on the approach of families of young emigrants that remain in the country, often in isolation, with few financial resources and/or lack of knowledge, which would enable them to continue living in dignity. Considering this complex situation, it is urgent to raise awareness and enable professionals that are somehow connected to this problem to provide the necessary support for these people, by developing skills, abilities and support centres for this purpose. The module has been designed for a maximum of 20 participants and a minimum of 12, and is structured as follows: ice-breaking; awareness of the problem; identification of critical aspects through the presentation of case studies; conducting activities, using a group dynamics model (participatory methodologies) with a view to discussion and presentation of possible solutions and empowerment strategies; reflection on strategies for the promotion of voluntary groups and social responses.
OBJECTIVES OF THE MODULES

- raising awareness of the economic and social impact of youth emigration on elder relatives.
- studying the consequences of young emigration for close relatives, namely parents who remain in the country.
- raising awareness to:
  - increasing knowledge and skills in the field of aging, by sharing professional experiences.
  - working the creativity for the creation of activities adjusted to the different realities in the intervention with older people.
  - identifying new forms of direct response to this population (e.g. unconventional therapies).
  - preparing, coordinate, implement and evaluate plans, programmes and projectsthat are able to help solve problems.
  - providing social guidance to individuals in the defined situation.
  - unveiling and discuss the social reality, seizing the ways and the living conditions of the subjects with their social and economic conditions, and also their needs.
DURATION
3 hours

TARGET GROUPS
Social workers in several types of organizations like NGOs, municipal institutions, private institutions of social solidarity, charity associations, religious organisations and other organisations/associations dealing with social solidarity.

EQUIPMENT NEEDED FOR THE TRAINING
Laptop, screen, projector, flipchart.

CONNECTION WITH OTHER MODULES
4B .The role of the remittances in the dynamics of transnational families

METHODOLOGY
The focus is the use of participatory and dynamic methodologies, which value learning and personal development with a view to collective construction, but also interactive and expository methods will be used. The evaluation will be continuous (question-answer between trainer and trainees) with practical exercises and final evaluation of the workshop. Participatory methodology will allow participants’ activeness in the educational process not considering them as mere recipients in order to work concrete situations. In the participatory approach, participants’ knowledge and experience must be valued, involving them in the discussion, identifying and finding solutions to problems emerging from their daily lives. In the theoretic part will be used interactive and expository methods with participatory methodology (question-answer between trainer and trainees).

SUPPORTING MATERIALS
Videos
1. https://www.youtube.com/watch?v=OyJyCX5D624 - Changing batteries
2. https://www.youtube.com/watch?v=y-oL03ihW0g - Playing chess
3. https://www.youtube.com/watch?v=8wngXpiQVgA - Writing a letter
4. https://www.youtube.com/watch?v=Vtwh9xPUJiY - Taste of nostalgia
Annex 1 - PPT presentation: Emigration of young generation in Portugal - Positive and negative aspects for families: economic and emotional impact of young migration on elderly
Annex 2 - Worksheets 1, 2, 3
Annex 3 - Articles “I began to be afraid of getting sick because my children are alone”
**Activity 1**  Presentation of the topic and discussion.

**Duration:**  30 minutes

Trainers present the topic “Economic and emotional impact of young migration on elderly.” It follows an open discussion among participants.

**Activity 2**  Brain-storming (video watching)

**Duration:**  30 minutes

Videos

Annex 2 - Worksheet 1

Participants are divided in small groups. It is suggested to create 4 groups from 3 to 5 participants.

The lack of attention paid to the fate and feelings of the zero generation leads to these research questions:

1. What happens to the zero generation when the first generation migrates?
2. What are the on-going wellbeing consequences?

Group tasks:
- each group will work only on one video;
- integration of videos’ situation in the topic of discussion;
- identification of needs of the target group in the situation presented in the video;
- registration on the worksheet 1

**Activity 3**  Role game – identifying needs

**Duration:**  30 minutes

Annex 2 - Worksheet 2 - Worksheet 3

Participants create new working groups.

Group tasks: each member will present the worksheet 1 with the previous group conclusions; after analysing all the conclusions on the worksheet 1 from different previous groups, this new group will fill in worksheet 2 (selecting need-support identification) and worksheet 3 (identifying strategies to improve communication of elderly with emigrants descendants).
Contents to observe - These are issues that any service provider must take into account if they are to challenge the discrimination currently experienced by older people. In the case, these resumed guidelines are to be considered:

- basic needs: shelter, clothing, bedding, household items.
- mobility: incapacity, population movement and transport, disability.
- health: access to services, appropriate food, psychosocial needs.
- family and social: separation, dependents, security, changes in social structures, loss of status.
- economic and legal: information, documentation, skills training (ICT).

DEVELOPMENT

1. Addressing older people's needs - To do this it is necessary to locate, meet and assess the needs of elderly through direct observation and discussion – working with them to identify and address both their immediate needs and their vision for recovery.

2. Meeting basic needs - When planning their work, agencies addressing basic needs should therefore take into account the following factors: shelter and other basic needs.

3. Mobility - Limited mobility can create severe problems. Elderly left behind in this condition are unable to gain access to essential services. Some of them are disabled due to the loss of mobility aids, prostheses and spectacles in the emergency, while others need physical therapy and exercise opportunities to reduce joint and muscle pain.

4. Equal access to essential services - Where problems of isolation, lack of mobility and physical strength or trauma make it difficult for elderly to access essential services, they may need protection or other support to access the service if they find themselves competing with people who are more able bodied. They can also need: health care and nutrition

5. Social, psycho-social and family needs - In the research surveys, elderly identified the social and psychological traumas afflicting them. Separation from, or loss of, family members leads to isolation, mourning, and loss of support. In this case, in the absence of middle-generation adults, elderly are often left alone. So, they need protection against distress, disorientation, abuse, but also need to gain new communication skills to be in touch with their relatives abroad, such as ICT.

Guidance conclusions for the synthesis plan (needed support);
- emotional / relational support (contact with other people);
- social support (isolation / loneliness, insecurity / victimization, precarious social status);
- personal care and paramedics (hygiene, health);
- homecare (house cleaning, dressing);
- monetary support;
- mobility support;
- ICT support;
- senior entrepreneurship support;
- cultural / recreational activities’ support;
- education support (the role of senior universities);
- financial support (scarcity of resources);
- other.

Guidance conclusions for the synthesis plan (strategies to improve communication): ICT skills (e-mail account, Twitter, Facebook, Skype, etc.).

Plenary discussion: each group will present the results

**Activity 4** Group discussion. Creation and management of social service support for person involved in migratory context

**Duration:** 30 minutes

The class is divided in small groups (3-5 people), they identified together 5 pillars to improve an existing social-service support in their context. (20 minutes)

Open discussion on each group work (10 Minutes)

The class draws recommendations for local authorities to scale up the provision of care in migration context and recommendations to address migrants’ remittances in services for elderly

**Activity 5** Case-study analysis: the Portuguese case

**Duration:** 45 minutes

**Annex 1** - PPT presentation: Emigration of young generation in Portugal - Positive and negative aspects for families: economic and emotional impact of young migration on elderly

**Annex 3** - Article “I began to be afraid of getting sick because my children are alone”

Portugal has been, since the fifteenth century, a country of emigrants, which eventually affected its entire History. The nature of Portuguese emigration is the result of cyclical phenomena: more or less security regarding the I and II World Wars; more or less accepting of migrants in other countries, depending on their need of handwork; economic crises in countries receiving migrants, which originated containment policies in the number of foreigners; economic crises in our country.

The 60s and early 70s were characterized by a strong Portuguese emigration to Europe, not only to work but also to escape the colonial war. The main reasons for the emigration of
those years were: the economic backwardness of the country and the low prevailing salaries, the dictatorial regime that lasted for 48 years, the colonial war, the insufficient resources and the low living standards of the population.

Now the country is suffering a new wave of emigration. Due to the economic crises, there has been a great Portuguese emigration since 2007 mainly to Europe region. So, in spite of immigration in the last decade, the country became a source of emigration too. Especially after the sharp economic crisis of 2009, also young and skilled young started to go abroad with no idea of returning, creating a brain drain issue. The emigration of qualified youth wastes investment in education, as many may not return, losing forever the investment the country has made in their training and increasing the Social Security financial hole. Highly competent professionals are forced to emigrate, so this flow of skilled emigration also results in a greater structural weakness of the country, being without their resources better prepared.

As a result of this bleeding, it was found that the close relatives of these young emigrants remain in the country, often in most difficult socio-economic and isolation conditions. Therefore, aging, although it is a stage of life that comes natural to all human beings, is not experienced similarly by everyone. In addition to the genetic factors, it should be noted that this process is not the same for female or male, alone or in the family, married, single, widowed or divorced, with children or without children, in urban areas or in rural areas, etc.. So, we intend to discuss issues related to the situation of these close relatives and their quality of economic, social, cultural and emotional life.

After that the trainer have presented the Portuguese case to the class, groups analyse the article proposed: Portuguese press: “I began to be afraid of getting sick because my children are alone”, Natália Faria (Público - newspaper)

Finally participants identify critical aspects through a plenary discussion.

Guidance proposal for group work:
- awareness of situations;
- analysis of situations;
- establishment of connections with the experience of the professionals involved and the situations presented.

Evaluation questionnaires p.86
INTRODUCTION TO THE TOPIC

MIGRANT FAMILIES BETWEEN DISTANCES AND REUNIFICATION: A MAJOR CHALLENGE FOR EUROPE

For immigrants family reunification is key to enable family life. Since 2003 there are common European immigration rules in place to regulate the conditions to exercise the right to family reunification of third-country nationals at EU level. The Directive 2003/86 on the right to family reunification defines the conditions of entry and residence for non-EU family members joining a non-EU citizen already legally residing in a Member State. This Directive does not apply to EU citizens. When adopted, the Directive was considered as a first step harmonisation only and was criticised after its adoption by NGOs and scholars for establishing a rather low level of harmonisation. At the same time, over the last years, some Member States have set up restrictive rules and have even called for a modification of the Directive in order to be able to add further conditions to family reunification. They claim that such changes are necessary in order to tackle abuse and better manage the large inflow of migrants.

Family reunification indeed accounts for a large yet decreasing share of legal migration. In the early 2000s, family migration seemed to make up, in those Member States with reliable data, more than 50% of the total legal immigration. Today, this share amounts to about one third of all immigration to the EU. The share is even smaller when considering solely those targeted by the Directive - i.e. third-country nationals joining non-EU citizens, which corresponds to roughly 500,000 migrants at EU level, i.e. 21% of the overall permits. According to the EUROSTAT statistics 2010, Italy is the Member State with the highest number of family reunifications (160,200 in the year), followed by UK (103,000) and Spain (89,000).

Both the Stockholm Programme and the European Pact on immigration and asylum identified family reunification as an issue where EU policies should be further developed with special regard to integration measures. The Commission itself, in its first report on the implementation of the Directive (COM 2008/610), identified national implementation problems
and shortcomings of the Directive. On the one hand, a few cross-cutting issues of incorrect transposition were identified (the provisions on visa facilitation, granting autonomous residence permits, taking into account children’s best interests, legal redress and more favourable provisions for refugees’ family reunification). On the other hand, the report concluded that the Directive itself leaves Member States too much discretion when applying some of its optional provisions (the “may”-clauses), in particular with regards to the possible waiting period, the income requirement and the possible integration measures.

In light of the above, between 2012 and 2014, the Commission believed it was necessary to develop a public debate on family reunification highlighting certain issues within the remit of the Directive.

**DESCRIPTION OF THE MODULE**

The module aims at increasing the knowledge and skills in order to better accompany family migratory projects through the integration process into the local community, with particular attention to family reunification. The module’s underlying approach looks at the immigrants’ family and at the phenomenon of reunification in the light of the multiple and complex models of cohabitation, of the intra-familiar relationships and their fragmentation in space and time; yet our public services, when confronted with these issues, can cause disorientation as their response is sometimes fragmentary.

The criticalities and complexity of family reunification are perceived differently by local administrators, social workers, families, minors, and multiple representations come into play on the field: immigrant families are often seen as “more problematic” than local ones. Operators working in the welfare system are thus required, today more than in the past, to have dynamic skills and the capacity to adapt to new needs and complexities.

Thus, the module is meant to provide an adequate key to understanding the issue of family reunification, since what emerges from this phenomenon is the increasingly transnational dimension of many family projects that initiated in our territory and the need for a cross-sector and multidisciplinary approach. To do this, trainers will provide participants with an analysis of the family-reunification process through varied teaching resources, building on individual experiences.

**OBJECTIVES OF THE MODULES**

- To provide a critical and articulated approach to the phenomenon of family reunification, taking into account its different aspects, i.e. relational and spatiotemporal dimension.
- To improve, through strategic synergies, the reception capacities of local services and operators, enabling them to deal with the complexity and fragilities that minors and families face along the path of integration, whether the process of family reunification is accomplished or still in progress.
DURATION
3 hours

TARGET GROUPS
Trainers, psychologists, teachers, social workers employed in the areas of personal care services, migrants’ assistance or education, and working with families and minors going through a process of family reunification.

EQUIPMENT NEEDED FOR THE TRAINING
Pc, projector, flipchart, markers, post-it, Wi-Fi connection

CONNECTION WITH OTHER MODULES
Module 1A Psycho-social assistance to children left behind in the country of origin
Module 2A A Parenting for families separated by labour migration (preparation, distance, parenting and return)

METHODOLOGY
The module is divided in three parts:

1. An overview of the family reunification phenomenon at European level.
2. Sharing and analysing practices promoted by social workers and public services concerning the support to the integration process of reunified families through the adoption of common framework and tools.
3. Identification of new work paths at local and transnational level

Traditional lecture teaching is combined with discussion on professional experiences and case studies. Didactic resources are varied (videos, case studies, tools for understanding experiences) and participants will be divided into working groups in order to facilitate mutual exchanges and peer-learning.

SUPPORTING MATERIALS
Video - Migrant families in El Salvador (Italian)
Annex 1 - Case studies
Case-study 1 - Idalnis’ story
Case-study 2 - Kevin and Liseth’s story
Case-study 3 - Jenny’s story
Annex 2 - Presentation on the reunification process (PPT)
Activity 1  Presentation of the topic and discussion

Duration: 30 minutes

Trainers present the topic “Migrant families between distances and reunification: a major challenge for Europe”. It follows an open discussion among participants.

Activity 2  Case-study analyses. Family reunification: relational issues and resources

Duration: 30 minutes

Video Migrant families in El Salvador  https://www.youtube.com/watch?v=suQBMHcuXhE

Annex 1 - Case-study presentation

Undertaking a reunification process means going through complex administrative procedures. Yet, reunification is a delicate existential choice involving family structure, which is first weakened by distance and then engaged in the household reconstruction (with the ensuing redefinition of roles and affective-educational relationships between parents and children, and relatives that during the separation period took care of minors), as well as in the process of social integration. Minors encounter multiple difficulties; parents are often unlikely to actively involve children in their project and minors must face a new context though unprepared, both from an emotional point of view (relationships with Italian and foreign peers and with parents, often experiencing difficulties in reconciling work and family life) and from a socio-cultural point of view (poor language knowledge, limited access to socialisation opportunities outside their family circle/ethnic community). During their educational path these critical points are highlighted: in the choice and integration in a new school system, difficulties and delays arise and families find it difficult to face them. The reunification itself is not a weakening element, yet it is a critical phase of the migrant’s family story requiring support and monitoring. Public services and operators must change their approach and undertake multidisciplinary strategies in order to prevent the fragmentation and sectorisation characterising our welfare system. Partially, this process is already underway.

Considering the case studies: using the video “Migrant families in El Salvador” and the pre-
sentation of a case study as a starting point, participants will be asked to analyse and develop a reflection on the key points of the reunification experience in the receiving and in the home country.

**Activity 3**  Group work: sharing operators’ experiences on reunification

**Duration:**  60 minute

Participants will be divided into groups (minimum 4-5 people). Each group will debate on work/volunteering experiences with migrant families going through or having accomplished a reunification process. The goal is to share experiences and to highlight the competences and skills that have been deployed at various levels: organization/operator, migrant family, other services’ network.

The group work consists of two parts:
- Participants choose a recent case that they have managed directly and carried out successfully, highlighting which skills have been applied, which had a successful outcome / which could have had a successful outcome if... (20 min).
- Once divided in groups, participants will share their sub-groups’ experiences (40 min) and highlight the strategies and actions that have been proven to be effective in activating new or renewed skills and in revealing points of attention requiring to be monitored.

Participants are invited to reflect on the shared cases in a positive and successful light (not in a critical one) in order to encourage a proactive approach among operators. In times of welfare crisis and resources’ reduction, the risk is to only see the shortcomings, undermining the available resources and competences.
**Activity 4**  Families in reunification and local public services: towards a common framework.

**Duration:**  30 minutes

Divided into groups, participants will be asked to share in a plenary discussion the major results that have been achieved during the subgroup work. The main points will be re-elaborated and trainers will provide new tools aimed at decoding the relationships with families as well as the work and interactions on the field:
- In the process of identification and support as to family resources (phases of the family life-cycle in migration, etc.)
- In the networking with public services
- Mapping of local resources highlighted by group works
- Discussing other practices and experiences on the field.

The goal is to identify the main attention points focusing on families’ needs and on the resources developed on the field, with the goal to promote a common, multidisciplinary operating framework, emphasising the importance of a transnational, integrated approach.

*Evaluation questionnaires p.86*
INTRODUCTION TO THE TOPIC

With growing intensity of migration in general, intercultural marriages and partnerships become more and more frequent. Yet, intercultural couples face difficulties in the process of legalisation of stay of the non-EU spouses within the European Union.

In principle, the European Parliament and Council Directive (2004/38/EC) on the right of citizens of the Union and their family members to move and reside freely within the territory of the Member States gives intercultural families grounds to move freely within the EU. The directive does not tackle the problem of entry to EU territory, however. It also does not refer to the process of recognising a marriage contracted out of EU territory -and those two issues are crucial to the wellbeing of transnational couples.

Even though the ‘paper marriages’ or ‘marriages for papers’, aimed at legalisation of stay of the non-EU spouse in Europe, are not very common, intercultural couples are often treated with suspicion by those in charge of legalisation procedures.

Some families find this attitude humiliating. For others the formalities involved in legalisation procedure in fact prevent them from living together, for extended periods of time. There are also families that split because they cannot overcome the legal procedures that would enable them to live together in Europe.

The most important aspects of the arrival/legalisation procedure identified are:
- the process of issuing visas to spouses of Polish/EU citizens.
- lack of effective appeal procedures in the process of issuing visas.
- legalisation procedures of foreign spouses.
- differences in legal systems concerning marriage in different countries (thus making it difficult to comply with requirements set by another country).
- general widespread perception that intercultural marriages are ‘a fraud’.

The key challenge of multicultural families is the lack of understanding of their complex
situation. With marriage formalities, which differ from country to country, they often find themselves lost between officials and requirements that are hard to meet. Most typically, intercultural couples need to contact several institutions to legally organize their relationship:
- Institutions in charge of civil affairs in two countries (of origin of both spouses)
- the Embassy or Consulate
- the Border Guards
- Sworn translators
- Migration institutions in at least one country
- (in some cases also Ministry of Foreign Affairs)
- NGOs.

Often, failure to obtain assistance in one of those institutions prevents the couple from finalizing the marriage or legalisation of the marriage in another country. It can also be a reason for the couple to separate – unable to find a way to live together.

**DESCRIPTION OF THE MODULE**

The theme of the module is to discuss the challenges the intercultural transnational families face in legalising the stay of the non-EU spouse in a EU country -which often starts from recognising a foreign marriage certificate.

This module relates to problems of families, who come from different countries and cultures (and not same-country of origin-partners split in result of migration, unlike other modules presented in this collection). It is frequently assumed that intercultural marriage is conducted to overcome legalisation barriers for the non-EU partner. As a result, intercultural couples are often treated as if they had committed a fraud. The workshop gives participants a possibility to explore real-life challenges of authentic couples suffering because of such treatment.

The module is designed for a group of 10-12 participants, professionally dealing with transnational families wishing to legalize their stay in an EU country.

It is using a mixture of methods including brainstorming, discussion, short presentation and a review of the law.
OBJECTIVES OF THE MODULES

• Improving the intercultural skills of participants
• Understanding inter-country differences in civil law, as well as consequences of those to intercultural families
• Better understanding of the legal framework concerning intercultural marriages.
• Increasing the capacity of participants to provide psycho-social support to intercultural families

DURATION
2,30 hours

TARGET GROUPS
NGO staff dealing with legalisation of stay of transnational, transcultural families.

EQUIPMENT NEEDED FOR THE TRAINING
Laptop, flipchart, projector. Access to internet as a resource tool (with 3-4 computers) recommended.

METHODOLOGY
Group discussion, brainstorming session. Work with case-studies.

SUPPORTING MATERIALS
Annex 1 - The rights of family life
Annex 2 - Marriage requirements
Annex 3 - Case study
Activity 1  Presentation of the topic and open discussion

Duration:  30 minutes

Trainers present the topic “Legalisation through marriage”. It follows an open discussion among participants.

Activity 2  The right to family life – group work and discussion.

Duration:  40 minutes.

Annex 1 - The rights of family life

Divide the group into sub-groups of 3-4 persons, if possible with mixed professional background or otherwise diverse. Ask the sub-groups to come up with as many situations as possible in which one’s right to family life can be limited. Also ask them to discuss aspects and situations that should not limit a person’s right to family life (15 minutes). Allow the sub-groups to present the results and jointly discuss the findings (10 minutes).

Summarise the discussion with presentation of legal documents relating to the right to family life: at a universal, European and national level (usually, relevant constitution). (15 minutes)

Activity 3  Marriage in various countries

Duration:  30 minutes.

Annex 2 - Marriage requirements

Prepare a set of legal requirements (attached below), in terms of documentation needed and other formalities to be met, in order to contract a marriage in two diverse countries (e.g. Poland and Egypt). Divide participants into two groups. One group analyses which possible difficulties there may be in contracting a marriage in Poland for an Egyptian, whereas the other determines how a Polish person can get married in Egypt. The task of the groups is to make a list of every aspect that can possibly make it impossible or harder for a mixed couple to contract a marriage. (15 minutes). Summarise:
- The legal systems in various countries concerning marriage differ, documents are not alike.
- There are aspects that are not regularised by law.
- At times, completion of the required documentation is not possible – or very difficult.
- Often, the couple is forced to separate for extensive periods before and after marriage, for formal reasons.
Activity 4  Case-study analyses

Duration:  15 minutes

Annex 3 – Case study
Present requirements for obtaining legal stay in a EU country (host country), prepared before In groups of 3-4 participants, review case studies and propose a list of steps the couple has to complete in order to legalise the marriage and the stay of a foreign partner in a EU country.

Activity 5  Summary

Duration:  30 minutes.

Ask the groups to present the case studies from the previous activity. Jointly discuss possible difficulties in legalisation of stay of the non-EU spouse in the context of those requirements. (20 minutes). Summarise the discussion by naming main areas of problems the intercultural families face. (10 minutes)

Note
The choice of countries to compare should be made based on practice of the country, where the training takes place in order to best reflect the real challenges faced.

Evaluation questionnaires p.86
INTRODUCTION TO THE TOPIC

LEGAL FRAMEWORK IN EUROPE: TRAFFICKING LAW

Human trafficking is the third-largest source of illicit trafficking in the world, after arms and drug trafficking. Human trafficking concerns a growing number of women, men and children on a global level. According to the European Commission, the number of identified or presumed trafficking victims in the European Union reached at least 23,600 between 2008-2010. Most of them are migrants and 62% of the trafficked persons in Europe are women. A large number of these women have children left behind in the countries of origin or with them in the destination countries.

DEFINITION OF TRAFFICKING

Trafficking in Human Beings is defined by article 4 of the Council of Europe Convention on Action against Trafficking in Human Beings (Warsaw 2005):

- « the recruitment, transportation, transfer, harbouring or receipt of persons, [an action]

- by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, [a mean]

- for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. [a purpose]

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12 United Nations Office on Drugs and Crime (UNODC)
13 European Commission, Eurostat «trafficking in human beings » 2013 edition; Note that, due to the hidden nature of this phenomenon and the difficulties in data collection, this number does not reflect the phenomenon in reality.
14 UNDOC, Global report on Trafficking, 2014
INTERNATIONAL AND EUROPEAN LAW

The first international definition of human trafficking has been established in 2000 by the Palermo protocol at the United Nations convention about transnational criminality in order to prevent, repress and punish human trafficking.

This definition has been taken over by the Council of Europe in the Convention on Action against Trafficking in Human Beings (Warsaw 2005) and also by the European Parliament and the Council in the Directive 2011/36/UE concerning the prevention, the fight against human trafficking and the protection of the victims.

The approach of the Warsaw Convention is focused on the human rights and on the protection of the victims regardless of their willingness to cooperate in the legal proceedings. A group of experts on human trafficking (Greta) has been nominated in order to assess the implementation of the convention in the signatory states.

The Directive 2011/36/UE harmonises the definitions and the minimum sanctions for the facts of human trafficking. The national legislations must punish all forms of exploitation:

• Exploitation of prostitution or other forms of sexual exploitation;
• Work or forced services (forced begging, slavery or practices like slavery, servitude, exploitation under forced criminal activities, or organs removal).

Exploitation occurs when a restraint has been imposed on a person (threat or use of force or other forms of coercion, of abduction, of fraud, of deception); whatever the victims gave her consent.

It means that even if the person agrees to come in France knowing that she is going to become a prostitute or work for a family as housekeeper or beg in the street... if she is deceived on the nature of the contract, if she is victim of abuses, violence, or threats and by consequence she is in a situation of submission, enslavement she is a victims of human trafficking.

The directive prescribes to set in place minimum sanctions: the sentence for these infractions must be fixed at least five years of jail and at least ten years when there are aggravating circumstances for instance when the victim is less than 18 years old. Other characteristic for the minors even if there are no means of restraint used, the facts of exploitation are enough to characterise the crime of human trafficking.

The Member States must ensure to offer assistance and a support to the victims before, during and after penal proceedings in order for the victims to use their rights attached to the victim status in case of penal proceedings. This support can consist in providing housing, medical care, psychological help, but also information and services of interpreting and
translation if necessary. Children must be able to benefit from complementary measures like a physical and socio-psychological assistance, access to education and if not, the possibility to designate a tutor or a guardian.

DESCRIPTION OF THE MODULE

The module allows presenting the general context of the migrant parents, victims of trafficking: their life pathway, the management of the parenthood in a difficult context, their relations with social service providers. A focus on the legal framework on migration and anti-trafficking law, as well as the child and mother protection law is also ensured. The module aims at enhancing the awareness of the situation of the specific target group of migrant mothers, who are/were victims of trafficking, as well as sharing good practices on the assistance programmes that could be available for them.

The module addresses about 20 stakeholders and social workers regularly or occasionally in contact with the target group.

OBJECTIVES OF THE MODULE

- to improve knowledge on the migration, trafficking and minor laws at European level
- to better understand the main difficulties of the target group and to develop an outreach work with the migrant others
- to deconstruct stereotypes regarding foreign approach of parenthood and support mothers in their relations with their children
- to improve the social inclusion of immigrant mothers and the protection of minors
DURATION
2.30 hours

TARGET GROUPS
Social workers of NGOs and governmental social services in charge of migrants, women and/or minors and families

EQUIPMENT NEEDED FOR THE TRAINING
Laptop and projector, PowerPoint presentation in a USB key, paper copies of case studies for every participant, an electronic summary of the training to be distributed to participants after the training

CONNECTION WITH OTHER MODULES
Module 1A - Psycho-social assistance to children left behind in the country of origin
Module 2A - Parenting for families separated by labour migration (preparation, distance, parenting and return)

METHODOLOGY
The module is shaped around the empirical experience of The Dispositif National Ac.Sé, the National Network for Protecting and Assisting Victims of Human Trafficking, an integral component of trafficking victims’ protection measures in France. The module is developed through the French experience to an identification of common aspects hampering women victims of trafficking in the relationship with their sibling.

PowerPoint presentation offers guidelines for trainers in order to clearly present the different subjects of the training module during the first part of the training. A PowerPoint presentation is elaborated and written by trainers. Case studies are proposed to participants as a medium to discussing about weaknesses and strengthening of the assistance programmes and to encourage the exchange of practices among participants. The case studies are worked out in one-hour workshops. The results of the workshops are presented in the plenary session.
Activity 1  Describing and discussing the context: migration, maternity and trafficking

Duration: 30 minutes

Trainers introduce the topic “Legal framework in Europe: trafficking law” It follows an open discussion among participants

Activity 2  Case-study presentation. The experience of the Dispositif National Ac.Sé in France

Duration: 60 minutes.

Trainers introduces the experiences of “Specific vulnerable migrants: migrant mothers, victims of trafficking and or in prostitution”

GENERAL CONTEXT OF COUNTRY AND TOPIC

The first victims of trafficking for sexual exploitation in France arrived in Nice and Strasbourg in the beginning of the 1990s. Most of them came from Central and Eastern Europe. Exploitation networks, as well as geographic origins and victims’ profiles, evolved over time. In the 2000s, women from Sub-Sahara Africa, notably Nigeria, began to arrive in France and make up one of the largest groups of trafficking victims in France.\(^{15}\)

Among the trafficking victims from Central and Eastern Europe, there is a large presence of Romanian and Bulgarian women.\(^{16}\) These women generally come from unstable families and they are often the oldest of their siblings. Their presence in school is usually inconsistent and their professional experience, if any, provides them with only limited and poorly-paid opportunities. A significant amount of them are ethnic minorities and have already been victims of discrimination and marginalisation in their countries of origin. They are vulnerable because of their age, family, economic and societal position, and they are in search of better living conditions.

The main reasons for Nigerian migration in general, regardless of whether the migrant is or becomes a victim of human trafficking, are economic. Single mothers or the oldest daughters are responsible for the entire family and young women that have finished their education, despite their ambition, are unable to find adequate work in Nigeria. Migration can also be an escape from familial violence, for example when a young girl’s mother has passed away and the girl is then forced into domestic servitude by her remaining family members.

\(^{15}\) Identifier, Accueillir et Accompagner les Victimes de la Traite des Etres Humains, Dispositif National Ac.Sé Guide Pratique
\(^{16}\) However, it is important to note that not all Romanian and Bulgarian women working as prostitutes in France are trafficking victims.
Nigerian human trafficking began in Europe in the 1980s, although it existed in Africa well before this period. The exploitation networks are mainly based on relationships between women, and more specifically agreements made in the context of migration. Nigerian women that had already settled in Europe were called “sponsors” and they paid for other women (friends, acquaintances, family members, etc.) to come abroad, with the understanding that the cost would be reimbursed after the person arrived. Over time, this exchange developed into a relationship defined by inequalities and domination. Similarly, the required cost of coming to Europe increased, reaching €50,000 to €60,000.

Family is one of the highest priorities in Nigerian culture. As a result, these women often place their families’ needs before their own. Even when the family is not implicated in the trafficking situation, it is crucial to consider the family’s role because they often add pressure to the young woman in France. Parents may have transferred money or property as a security payment before the departure, and if the young woman does not reimburse the debt that she owes to her traffickers, then her parents would lose their money or property as it would be confiscated by the network. It is also not rare that a young woman wants to leave the network, but her family pressures her to continue so that she can send some money home.\(^\text{17}\)

Over the past few years, The Dispositif National Ac.Sé\(^\text{18}\) has identified a notable change in the profiles of the trafficking victims, who have been referred to the Network for assistance and secure accommodation in France: more women are referred with their child(ren) or when they are pregnant. In 2012, 9% of the 76 referrals were for pregnant women and 15% of these referrals concerned women with their children. By the end of 2013, 23 children were protected by the Network and 26 in 2014.\(^\text{19}\) As for the specific situation in Nice, the Association ALC/Les Lucioles\(^\text{20}\) has reported a 44% increase in mothers with children.\(^\text{21}\)

This significant change implicates important consequences in the assistance provided to these women, because in addition to their often-precarious living conditions, difficulties stemming from prostitution, such as discrimination and stigmatisation, they also face complicated parental situations and pressures resulting from their statuses as mothers.

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\(^{18}\) The National Network of Protecting and Assisting Victims of Human Trafficking, managed by the Association ALC

\(^{19}\) The Dispositif National Ac.Sé assists and protects adult victims of human trafficking in France. However, children are protected by the Network when they are referred with their mothers and/or fathers and are therefore placed in secure shelters with their parent(s).

\(^{20}\) Les Lucioles is one of the establishments of the Association ALC and its team of social workers, cultural mediators and psychologist provide direct services to adults working in prostitution or escorting.

MIGRATION, TRAFFICKING, PROSTITUTION AND MATERNITY: THE CONTEXT

According to the experience of National Network Ac.Sé, a large number of mothers have often migrated to Europe and then within Europe. Some have been exploited in Italy or Spain before arriving to France. In this case, the journey to France seems to coincide with them realising that they are pregnant or after the birth of their child. At this point, they look for assistance and protection in France for them and their children. Based on experiences with these women, they seem to believe that the protection mechanisms in France are better than those in other European countries and that once their child is born in France, they will have a residence permit. Other women have been exploited in France and the pregnancy was the reason why they decided to leave the trafficking network and stop paying their debt. Furthermore, in some rare cases, women have children in Nigeria and bring them to Europe. As a result, the child was with the mother during the exploitation period.

These women undergo complicated journeys from one European country to another, or from one French city to another, and consequently from one social service to another. Children also share these experiences, and as a result they grow to adapt to every new situation. Children’s reactions vary, as some speak multiple languages in accordance with where they transited with their mothers, while others do not speak at all, even if they should be already speaking at their age.

Such mothers and their children generally seem to have strong relationships. These women are able to take care of their children, even in greatly-precarious social and economic situations. The evaluation of these relationships in these specific cases must include not only cultural aspects, but also the difficult context in which the mothers and their children evolve together. It seems that if some women face challenges in taking care of their children, they are directly related to the extreme physical and psychological fatigue of the mothers. As a result, these children look for attention and attach themselves very quickly to the social workers with whom they are in contact.

The fathers of these children could be clients, either unknown or the woman's boyfriend, and they are also usually Nigerian. The fathers are often not present when the women seek assistance, which may be because they believe that single mothers may receive more support or because they are no longer in contact with the mothers. The father may also be French and, in the situations that we have seen, even if the father does not take care of the mother and child, he does what is necessary to officially recognise the child, which in turn protects the woman because she can apply for a residence permit on this basis (parent of a French child).
DATA – SURVEY
In 2014, 19 migrant mothers who were or are in prostitution participated in a National study, which provides a unique perspective into this group’s needs and expectations. They discussed their roles as mothers, whether they have children in their home country and/or in France, their living conditions in France and challenges faced, challenges stemming from motherhood, and their opinions on social services. Eleven of these women were already mothers before they left their home countries, and the majority of the children were left with close family members, or to the children’s fathers or their families. Sixteen of these women got pregnant after they migrated to Europe, one woman left her home country pregnant, and one woman migrated with her child. The content of this part of the module is issued by the study.

An important number of migrant mothers leave their children in their home countries because they often leave with nothing, or almost nothing and they do not want to bring their children to a place with which they are not familiar and where they are not in control. Some mothers indicated that they hope to bring their child to France once their administrative situation would allow it, and the lack of financial or administrative requirements leaves them powerless. However, others would like their children to remain in their home countries and visit them because they do not want to disrupt their lives and they believe that they lives could be better in the country of origin. For example, one mother explained that her children’s remaining in Africa ensures that they will receive a good education, because she sends money for them to go to school, and school is a privilege there, rather than a right. The distance allows her to be authoritative and help her children to have more opportunities than she had, while she can lead her “double life” in France (working in prostitution) without her children’s knowledge. In this situation, the motherhood role may pose challenges because of the inherent responsibilities and pressures related to this role. Many of the mothers interviewed in the national study indicated that the distance is difficult because they feel guilty and greatly miss their children. They fear that their children will believe they were abandoned and worry about their children’s living conditions in their home country.

BEING “WITHOUT”

According to a National research “Dialogues and Silences: Common Ground between Migrant Mothers Involved in Prostitution and Social Service Professionals” the migrant mothers involved in prostitution and/or trafficking seem to be as being “without.” Many are without residence permits, or in precarious administrative situations, which in turn affects their living conditions (housing, no right to work, etc.). When the women cease working as prostitutes, they face complex financial situations while looking for long-term work solutions. Furthermore, many of these women are isolated, without family and/or the father of their children.

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23 Ibidem
After meeting the basic, urgent needs of this group of women (shelter, food, etc.), their first requests are residence permits, as this enables them to access social rights in France and consequently helps to stabilize their situations.

**LIVING CONDITIONS OF THE MIGRANT MOTHERS IN EUROPE AND IN FRANCE**

When a mother is “without papers”, she does not have (or she have big problems to get) a housing solution, as many assistance measures are dependent on residency status and housing solutions are limited without this status. Furthermore, the residence permit application procedures are typically long and complicated, increasing the mothers’ instability and anxiety.

The mothers who have applied for **residence permits on the basis of their status as trafficking victims**\(^\text{24}\) seem particularly vulnerable, because in addition to their anxiety caused by the uncertainty and instability during the waiting period and fear of being deported, they are also extremely fearful of reprisals because they denounced their pimps and/or the trafficking networks in order to obtain the permit. In addition to the instability caused by residency status and applications, the mothers often have precarious living conditions, especially when they have decided to cease prostitution, or if they must stop prostitution as a residence permit condition. Government allocations and shelter and food assistance do not always compensate for the loss of income caused by this change. Having children further complicates this situation, as the mothers struggle to meet their children’s basic needs. Some mothers ceased prostitution after having a child, while others began prostitution to achieve financial stability and adequately provide for their children.

**Most of the mothers migrated to France for economic reasons**, regardless of the conditions of their arrival. None of the mothers interviewed envision a permanent return to their home countries, as their ultimate goal is to achieve financial stability in France. However, the mothers indicated various obstacles in the labour market, including gender, social status and discrimination (related to nationality and having a child). The **work available to these mothers is limited and generally falls within gender stereotypes** (domestic services, beauty care, and prostitution). The lack of language proficiency is often a hindering factor and explains why many of the mothers would like to enroll in French classes. Furthermore, professional certifications and/or diplomas obtained in the home countries are often not recognized in France. Many of the mothers also struggle to secure adequate child care during business hours, which shows that motherhood may be helpful in accessing social benefits, but may consequently be a hindrance in finding work. In addition to the challenges related to stability and living conditions, these mothers also face difficulties directly related to motherhood. These mothers are, for the most part, isolated, and experience the uncertainties of parenthood alone. Their lack of confidence in their abilities as mothers is reinforced by their isolation. Aside from rare situations, involvement in prostitution is not in itself a real obstacle in parenting. The difficulties faced by these mothers are more closely

\(^{24}\) Article L316-1 of CESEDA (French migrant law)
related to instability and the fear that the secret of prostitution will be revealed. There are also challenges caused by differences in culture and customs. For example, there are often differences between what social workers advise and how the mothers were raised in their countries of origin. There are differences in food, how close or distant mothers are, and discipline styles, which lead women to question their abilities as mothers and fear that they cannot master the “norms” in France.

THE RELATIONSHIP BETWEEN SOCIAL WORKERS AND MIGRANT MOTHERS: DIFFERENT CHALLENGES

These women face challenges: stigmatisation and discrimination because they are or they were prostitutes, challenges related to prostitution (insecurity, trauma), separation by the rest of the family, the mother-child relationship, administrative and financial difficulties, the relationship with children’s fathers, isolation and cultural differences. As far as the impact of living conditions on children, we can underline two different difficulties: difficulties result from prostitution and trafficking or difficulties result from migration. Difficulties resulting from prostitution and trafficking include mothers’ emotional instability (violence, anxiety related to having a “secret life” and unpredictable schedule), while difficulties resulting from migration include lack of residence permit, lack of financial resources and unstable living arrangement, which creates an unstable environment that impacts children.

Challenges faced by professionals in providing assistance include a lack of trust and misunderstandings/miscommunications, as well as a lack of resources and support given to professionals. The language barrier among them causes misunderstandings and prevents the development of a trusting relationship. There may sometimes be inherent mistrust in the relationship, because the women may fear that their children will be placed with social services, while the professionals feel that these women do not reveal enough information about themselves. As of now, professionals often have to focus on issues stemming from migration, parenthood or prostitution, but not all three at once, which poses problems since the objectives of all of these services are not the same. In order to improve assistance, it would be beneficial to create a directory of relevant institutions or organizations working in the field, more specific training, and increased capacity in shelters and support in parenting. Forming partnerships was identified as a priority, as assistance requires the mobilisation of various sectors and professionals, and effective assistance requires collaborations.

With regard to mothers’ relationships with social services, one of the biggest challenges indicated by the interviewed mothers is their mistrust and hesitation to rely on social workers and/or social institutions. Some of the mothers explained that they are hesitant because they fear deportation or having their children taken away, as well as complications arising from their immigration status and involvement in prostitution, and general miscommunications between social workers and mothers in general. There seems to be a relationship between the type of association providing services to these mothers and their opinion of the association and/or its social worker(s). Mothers seemed to have more trust in social
services when they were assisted by associations specialised in prostitution (as opposed to general institutions, such as the Office of Unemployment —Pôle Emploi—). Some mothers also indicated that they were suspicious of the rules imposed by shelters and social work practices. For example, some women were troubled by rules forbidding visitors in the shelter or curfews.

Some of the social workers explained that learning a mother’s “life story” is crucial to understanding and eventually meeting the mother’s needs. However, some mothers need time to give more detailed accounts of their lives, while others fill in the gaps with estimations or incomplete facts. Mothers’ initial reactions are to be silent because they fear that social workers/social services will repeat everything, and only rely on social workers after trust is developed. Additionally, some women are silent because they are terrified of their pimp and/or trafficking ring, while others fear that their secret of prostitution may be revealed.

**Activity 3** Focus on weakness and strengths in the assistance programmes addressed to migrant mothers, victims of trafficking

**Duration:** 30 minutes

The activity 3 provides a sample of good practices and recommendations in order to improve the assistance programmes for migrant mothers, victims of trafficking. Divided in small groups participants are invited to reflect on how to apply in their daily work the good practises:

- To develop the outreach activities with migrant mothers. The specific target group is not aware about their rights in the host countries. They are reluctant to address to social services. Professionals have to identify migrant mothers and to inform them about their rights.
- To ensure a good form of communication Professionals have to explain and talk to migrant mothers in a language that they understand. They should share translation and intercultural mediation services among the different social and health services. Migrants have to be referred to languages classes
- To implement specific and closer assistance programmes Professionals have to be sure that migrants understand the information they provide to them and should prefer a flexible assistance programme: physical accompaniments to the service providers, help for filling in forms and documents...
- To develop a relation based on the mutual trust Professionals should clearly explain to migrant mothers their missions and the different steps of the assistance programme which they put in place for them.
• From specific assistance programmes to general services.
  Since migrant trafficking-victim mothers have specific problems and demands, they need specific assistance programmes. But it is important to encourage the access to general programmes and services in order to avoid women stigmatisation.

• To support parenthood through innovative actions.
  Programs aimed at supporting parenthood should take in consideration the precariousness of the personal situation of the migrant mothers, their social isolation, and their relations with public institutions.

Professionals should implement places where migrant mothers could meet other mothers and exchange their experiences and problems. Partnership with experts in the infancy (psychologists, podiatrists, etc.) should be develop in order to allow migrant mothers to ask for a questions and counselling.

**Activity 4  Sharing good practices**

**Duration:** 30 minutes

In a plenary session, a representative of each group conveys the experience on the feasibility of the application in the daily work.

*Evaluation questionnaires p.86*
INTRODUCTION TO THE TOPIC

FINANCIAL EDUCATION AND SOCIAL-CO DEVELOPMENT: TRANSNATIONAL FAMILIES AS STAKEHOLDERS OF TWO ECONOMIC SYSTEMS

Transnational migration, within the framework of family separated by boundaries, produces an international cash flow from countries of residence of migrants to countries of origin. Remittances are defined as the transfer of money from migrant worker to a person back home. They could be considered from the point of view of family unit: they are a part of family budget, repayment of family debt and occasional support in case of emergencies. From the other hand they represent foreign currency lead into in the domestic economic.

At macroeconomic level they represents till almost 6% of GDP for low-income country and till 48% for example for Tajikistan’s GDP. The total amount of remittances received by low-income countries increased from US$ 81.3 billion in 2000 to US$ 401 billion in 2012 (World Bank, 2013). Considering the relevant amount of cash flow, in the last years several studies focused on remittances’ effects on society in the country of origin. The potential role in policy reduction caught the interested of policy makers and governments trying to link remittances to development with the support of NGOs.

MICRO AND MACROECONOMIC DETERMINANTS: WHY MIGRANTS REMIT?

Within a context where remittances represent a major source of income for many developing countries, it is important to identify the principal motivations of a worker’s decision to remit money back to his home country. Traditionally, the existing literature on determinants of remittances has either a microeconomic or a macroeconomic approach. Most of the studies regarding the determinant factors of workers’ remittances have a microeconomic perspective. Variables that are mainly analysed consist in migrant workers and their family’s socio-economic characteristics, on the one hand, and their personal motives, on the other. According to Russell (1986), time passed abroad, income level of the migrants’ family, job situation of other members of the family, education level, work experience and marital status of migrants are among the main socio-demographic determinants of remittances. Other factors such as the number of children, as well as their education level, and the economic situation of the migrant before migration are added later on by Ilahi and Jafarey (1999).
According to data on North African migrants, Elbadawi and Rocha (1992) show that the amount of remittances decreases with the ageing phenomenon of workers abroad and with family reunification. On the other hand, Ameudo-Dorantes and Pozo (2003) find that elderly Mexican migrants in the United States earn more money and therefore remit more than the younger ones.

With respect to the time since arrival into the host country, one would expect a decrease of remittances in the time as a sign of integration. However, many studies find a positive correlation between the time passed since arrival and the amount of money transferred (e.g. Massey and Basem, 1992; Diaz Briquets and Perez Lopez, 1997; Brown, 1997; Balderas, 2003).

Another socio-economic determinant factor of remittances seems to be the education level of the migrant and of his family (Buch et al., 2002; Murrugarra, 2002; Ameudo-Dorantes and Pozo, 2003). According to these studies, the amount of remittances rises with the level of education. Nevertheless, the probability of remitting money back home may decrease with the increase of migrants’ education level (Funkhouser, 1995). This might be a consequence of the fact that other remuneration possibilities for savings may be considered by the migrant as an alternative to the remittance choice to the home country. This is especially the case if one is sensitive to currency fluctuations (Serageldin et al., 1981).

As far as the gender component is concerned, little work has been done but most of the studies point out a differentiation in remittance behaviour between men and women (e.g. De la Cruz, 1995; Osaki, 1999; Tacoli, 1999; De la Brière, 2002). Women seem to remit more regularly, especially because of the traditional family configuration observed in some developing countries. Women constitute almost 50% of migrant population. Gender dimension matters considering four aspects: the sending process, the receipt process, the use and control of remittances and finally the implication for the households (M. Rahaman, 2012).

In South-European countries shortage in public services and growing demands of domestic care for elderly and children, increased the demand of migrant women for care services. Data shows great ability in saving moneys, furthermore living often with the family they assist they are able to send home large part of their wage. A study conducted in Liguria, Italy, only on migrant women, clearly shows the commitment of migrant mothers (Ambrosini, and Abbatecola, 2010), in fact 83% of the sample remits an average of 300 Euros per month. Another relevant survey carried out by Rahman, on Bangladesh women working in United Arab States, confirms the trend: women send in percentage more money than their counterparts, despite the unequal wage. Women earn less than men but are more sparing than they are.

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In parallel, various studies discuss the individual motives as determinants of remittances. For instance, Lucas and Stark (1985) and more recently, Rapoport and Docquier (2005), analyse the importance of migrants’ altruism, self-interest, insurance and loan payment motives in their remittance decision. That is to say, emigrants enjoy remitting home because they care about household consumption (altruism). Also, they expect to inherit from the household’s fortune, invest in assets their home area and expect the household to take care of them (self-interest or exchange). If such emigrants and the household share a contractual insurance agreement and the economic situation of the household deteriorates, they will send more money home (insurance payment). Finally, if their initial human capital is financed by their family, migrants’ remittances would consist in loan payment.

It is noteworthy that the theoretical models developed by Rapoport and Docquier (2005) predict for each of these motives sensitivity to various explanatory variables that were previously considered one by one in the remittance literature (see supra). A summary of their results are presented in table 1. For instance, if one assumes that altruism decreases with time and familial distance, the size of remittances should be negatively related to these two variables in the altruistic case. Moreover, when remittances have a loan repayment component, they should be related to the amounts invested by the family in migrants’ education and/or moving costs. Remittances are therefore expected to increase with the migrants’ education and with geographic distance.

Table 1: Remittances’ Sensitivity to Various Explanatory Variables

<table>
<thead>
<tr>
<th>Motives’ Explanatory Variables</th>
<th>Altruism</th>
<th>Self-interest</th>
<th>Insurance</th>
<th>Loan payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrants’ income</td>
<td>&gt;0</td>
<td>&gt;0</td>
<td>nde</td>
<td>&gt;0</td>
</tr>
<tr>
<td>Migrants’ education</td>
<td>nde</td>
<td>&lt;0</td>
<td>nde</td>
<td>&gt;0</td>
</tr>
<tr>
<td>Time since arrival</td>
<td>≤ 0</td>
<td>nde</td>
<td>nde</td>
<td>nde</td>
</tr>
<tr>
<td>Distance from family</td>
<td>≤ 0</td>
<td>nde</td>
<td>nde</td>
<td>&gt;0</td>
</tr>
<tr>
<td>Number of migrants/heirs</td>
<td>&lt;0</td>
<td>nde</td>
<td>nde</td>
<td>nde</td>
</tr>
<tr>
<td>Recipients’ assets (land, cattle etc.)</td>
<td>nde</td>
<td>nde</td>
<td>nde</td>
<td>nde</td>
</tr>
</tbody>
</table>

nde: no direct effect (after controlling for migrants’ and/or recipients’ income).

Source: Rapoport and Docquier (2005), pp. 39.
Among the macroeconomic factors affecting remittances, the number of migrants and their income level, the economic situation of both the origin and the host country, exchange rates, interest rate differences between workers’ sending country and receiving countries, the potential political risks in the origin country and the remittance infrastructure have already been underlined by Russell (1986).

Indeed, there is no doubt that the economic situation of the host country is an important determinant of remittances. Also, the number of migrants and their income level have a positive and significant impact on remittances (e.g. Swamy, 1981; Straubhaar, 1986; Elbadawi and Rocha, 1992; El-Sakka and McNabb, 1999). However, from data on Turkey Aydas et al. (2004) find that the number of migrants loses its importance in time.

With respect to the home country’s economy, many authors have observed an increase in remittance inflows following a bad economic situation (e.g. El-Sakka and McNabb, 1999; De la Brière et al., 2002) which provides evidence on counter-cyclical property of remittances. On the other hand, Higgins et al. (2002) and Aydas et al. (2004) argue that remittance flows tend to increase following respectively the rise of the GDP per capita and the growth rate of the home country (pro-cyclical property).

The inflation rate in the origin country is another macro-economic determinant of migrants’ remittances. As high inflation negatively affects the left-behind family’s income level, remittances may increase because of the altruism motive explained above. However, high inflation may be interpreted as a signal of instability as well and therefore generates a decrease in remittances (Glytsos, 1988; Elbadawi and Rocha, 1992; Aydas et al., 2004).

Another issue for on-going debates is to which extent remittances are affected by the origin country’s currency policies and the interest-rate differentials compared with the host country. While according to Swamy (1981), Straubhar (1986) and Chami et al. (2003) there is no relationship between remittances and these variables, other studies, especially regarding Turkey, show the opposite. Indeed, Aydas et al. (2004) argue that Turkish workers’ remittances increased with interest-rate differentials from 1979 to 1993. Using more recent data (1993-2003) on Turkey, Alper (2005) concludes that remittances are positively affected by the interest and currency rates in the long term and negatively affected in the short term.

More generally, as underlined by the World Bank (2006), government policies clearly affect remittances flows. “In the remittance-receiving countries, these policies include tax exemptions for remittance income; improved access to banking services by recipients; incentives to attract investments by the diaspora; access to foreign exchange or lower duties on imports; support for the projects of migrant associations; and help for migrants in accessing financial systems. In the remittance-source countries, they include policies affecting access to banks, access to foreign exchange, support to migrant groups, types of immigration regimes, and cooperation with receiving countries”. This emphasises the necessity of efforts,
from both the origin- and the host-country sides in order to provide a better financial infra-
structure for remittances.26

REMITTANCES AND HUMAN DEVELOPMENT

Regarding the link on migration and development, it has been outlined that remittances could speed up human development. In particular they could substitute social care and healthcare in countries with medium and low income, where normally public services are absent or scarce. Data shows also that an increase in school enrolment due to migrants’ cash inflows correlates with the decrease of child labour (Dessy & Rambeloma, 2009)27. A comparative study by D. Ratha, on the average number of household members with secondary education,28 shows households receiving remittances from outside Africa are definitely more numerous than the one with remittances and or with internal remittances. An increase in the household income has a multiplier effect also on domestic economy. Noteworthy is the recipient countries’ ability to cope with emergencies, which is higher in terms of households’ savings and at the same time could rely on the Diaspora response. To mention a recent example, during the Arab Spring when Foreign Direct Investments and development assistances abruptly fell down, remittances inflows poured in rising from $7.15 billion in 2009 to $14.32 billion in 2011.29 Nevertheless, it has been pointed out that remittances could produce imbalances in the receiving countries. First of all, it could be an incentive to migrate, a trigger effect for the family left behind, which is negative in terms of brain drain and labour force. Secondly, it produces inequality since the poorest families often are not the ones that are able to migrate and consequently they did not receive any external support. Another aspect to consider is the ability to canalise remittances in productive and relevant family expenditure. In some cases it brought people to withdraw from the labour market living with external aid.30 In other occasions, remittances are used unproductively for land housing, which, on the one hand, expresses the desire of keeping the linkage with country of origin, but, on the other, is also a way of expressing personal success.

Transnational families’ characteristics and geographical distance influence the economic behaviour of migrants. Migrants, if alone in the country, of destination are supposed to remit a bigger amount of money than the ones who have family members residing in the

26 Whaba (1991) stressed out this issue and concludes that the financial institutions play a crucial role as determinants of remittances flows.
28 Migration and Post 2015 development agenda power point
29 D. Ratha, The Impact of Remittances on economic growth and poverty reductions, Migration Policy Institute, N.8, September 2013
same country. The presence of children is a factor that drives cash flows, while —due to a family-reunification process as well as to a decrease in family members in the country of origin— makes the economic burden and commitment weaker.  

The value of money in the dynamics of transnational families is overshadowed by the physical lack of care. Money becomes a means of care. Migrants, especially women, use to send gifts to reflect closeness in the relationship. The most common type of gifts are clothing, watches, jewellery and sweets. As Gliggett (2005) mentions, gifts “symbolically and literally maintain kin ties over time and space”.  

The questions to which researchers and policy makers tried to respond in the last decade is how to link remittances—which remain a personal transaction between migrants— towards a collective use of cash flow with the aim of fostering development in countries of origins. There has been an attempt to promote co-development projects linking migrants’ associations often with the support of NGOs. Yet, the effectiveness of these interventions varies according to the context, lack of institutionalisation of migrant associations, public support and technical preparation to implement co-development projects and such elements need to be taken in consideration. Migrants’ associations or religious group —quite numerous in the United States— could possess philanthropic goals and support social activities in their community of origins. The case of Mexico, the fourth remittances receptor in 2013, points out the importance not only of the institutional involvement canalising remittances for development programmes, but also involving beneficiaries, ensuring the proper amount of resources and carrying out a follow-up.  

**DESCRIPTION OF THE MODULE**  
The module aims to focus on how remittances can influence the dynamics of transnational families. Nevertheless, it provides a wide scope on the determinants at micro-economic and macro-economic level, which lead migrants’ behaviour. The way in which remittances can foster human development are analysed by comparing different studies. Educational activities to strengthen public and private stakeholders’ skills are organised in two part:  
- the use of remittances at a domestic level  
- the use of remittances at a community level  

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32 See module n.3A “Economic and emotional impact of young migration on elderly”  
35 M. Rodríguez Cotilla, La remesas como instrumento para el desarrollo local, [http://iappuebla.edu.mx/](http://iappuebla.edu.mx/)
OBJECTIVES OF THE MODULES

- to strengthen the knowledge of migrants’ economic and social behaviour related to remittances
- to develop synergies among different subjects to support migrants to canalise remittances for a productive use
- to improve skills on the use of remittances for development

DURATION
3 hours

TARGET GROUPS
Migration service, social services, NGOs, Migrant Associations

EQUIPMENT NEEDED FOR THE TRAINING
Laptop, flipchart, projector.

CONNECTION WITH OTHER MODULES
Module 3A - Economic and emotional impact of young migration on elderly
Module 1B - Integrated support services in the reunification process

METHODOLOGY
The methodology of the module alternates a frontal educational approach with a participatory approach, through group discussion, exchange of experiences and mutual learning.

How remittances impact the dynamics of the transnational families and the receiving countries are exposed through an analysis of the current literature and researchers evidences. To optimise the use of remittances is necessary that stakeholders involved improve their management skills: at domestic level and at community level in order to improve the wellbeing of families left behind and the community welfare.

SUPPORTING MATERIALS
- Video presentation Gender, migration, remittances and development in Vicente Noble, Dominican Republic (UN Women), https://www.youtube.com/watch?v=3elQI7Twsqw
- Annex 1 - The Turkish Case
**Activity 1**  Presentation of the topic

*Duration:* 60 minutes

Trainers present the topic “Financial education and social-co development: transnational families as stakeholders of two economic system”. It follows an open discussion among participants.

**Activity 2**  Video

*Duration:* 30 minutes

Video presentation Gender, migration, remittances and development in Vicente Noble, Dominican Republic (UN Women)

[https://www.youtube.com/watch?v=3eIQfTwsqw](https://www.youtube.com/watch?v=3eIQfTwsqw)

Participants are divided in two groups, which need to:
- outline the main elements affecting the household in the case study
- outline the main elements affecting the community in the case study

Group brainstorming: the two groups present their reflection and discuss together

**Activity 3**  Case-study analysis. Co-development experiences in Turkey

*Duration:* 30 minutes

*Annex 1 - The Turkish Case - Impact of remittances on Turkish economy: policy examples to promote development*

The collective use of remittances is analysed through the case-study analysis of Turkish experiences. Participants are divided in sub-groups and each of them analyses the case study. In a plenary session, starting from the case study of the Turkey experience, participants discuss which elements are required for the effectiveness channelling remittances in co-development projects, considering different stakeholders: migrants, civil societies, NGOs, local organisations, local and state authorities
**Activity 4**  A practical application: designing a small-scale intervention

**Duration:**  45 minutes

Participants divided in small groups —on the base of the information acquired during the session and their own experiences— design a small-scale intervention to enhance the use of remittances for development, addressing:
- Improving financial tools & capacity
- Orienting the use of remittance in the domestic for improving the wellbeing of families left behind
- Facilitating collective investments

The small scale projects should contain: title, objectives, target, main action and results.

_Evaluation questionnaires p.86_
ENQUIRY ABOUT PARTICIPANTS

• Please tick ONE answer that best describes your current primary position as social worker

☐ counsellor
☐ lawyer
☐ social cultural mediator
☐ teacher
☐ school’s professional
☐ psychologist
☐ educator
☐ policeman
☐ legal practitioner
☐ probation counsellor
☐ other, please specify: __________________

1. What did you expect from the training before coming?

________________________________________________________________________

2. How do you think you have benefited from the workshop?

________________________________________________________________________

3. What suggestions would you make to the course if it were to be attended by your professional peers?

________________________________________________________________________

4. Could you list three positive elements and three negative elements of the training?

________________________________________________________________________ ____________________________________________________________________

5. Does the additional material provided enhance the course efficacy?

________________________________________________________________________
Please complete the following by ticking the column of your choice (1=Min; 5=Max)

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. Effectiveness of the teaching methods in increasing participants' knowledge</td>
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<td>2. Level of participation in the course</td>
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<tr>
<td>3. Quality of the content</td>
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<tr>
<td>4. Level of accessibility of the content</td>
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<td>5. Applicability in your daily work</td>
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<tr>
<td>6. Quality of the material provided (slides, paper)</td>
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<td>7. Time allocation among methods (frontal lessons/participatory lessons)</td>
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<tr>
<td>8. Have the training learning objectives been reached?</td>
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<tr>
<td>9. Skills' scale up on the topic of transnational families</td>
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<tr>
<td>10. Coherence level between objectives and content of the module</td>
<td></td>
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<tr>
<td>11. General satisfaction of the course</td>
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</tr>
</tbody>
</table>
Annexes
ANNEX 2

POSITIVE APPROACHES TO SUPPORT CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

International studies point out that children experience the adverse effects of parents’ departure primarily on a psychological level. Some families are more resilient, while others become less functional, experiencing a number of difficulties. In this module we will take a look at the most common negative social and psychological effects parents’ migration has on children left behind in their country of origin. The module will present positive ways to support children and families so that they can cope successfully with the negative effects of separation.

The separation brings about a new “reality”, which causes children to question their own identity, their sense of “self”. This creates emotional deficits, which sometimes can have irreversible impact on their psyche by generating high levels of stress and anxiety and an unbearable mental load that in some situations can be transformed into overload and burnout. Emotional and behavioural difficulties may cover the entire mental range - from depression to aggression.

Some children are more unstable, easily hurt, overly sensitive; they shrink from communication and avoid both peers and adults. They experience difficulties in building relationships based on trust. In terms of behaviour these children tend to be withdrawn, fearful and lonely. Other children demonstrate an aggressive behaviour, which is their manifestation of frustration, anger, rage, offence and hostility. This behaviour can be highly reactive and difficult to predict. They often carry out forms of challenging behaviours that are socially unacceptable and can be a threat to both their physical safety and that of others.

The concept of “children with challenging behaviour” relates to any socially-unacceptable form of behaviour, whose power, frequency and intensity are a threat to the child’s physical safety or/and to the safety of others. This behaviour restrains the child’s positive development and social inclusion.

All children demonstrate, in some period of their development, a difficult behaviour,

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or they have negative emotions they cannot overcome. These difficulties can find expression in different ways, with varying frequencies and intensities. In any case, however, the negative events pose a risk to the development of the child, sometimes even threatening their health and safety.

In pedagogical practice and adults’ language, we often see qualifications such as “difficult child”, “a problem child”, “an aggressive child”, “a child with deviations” and other similar labels. In fact, these concepts refer to children with emotional and behavioural difficulties. Children are often included in categories of children with specific mental issues or they are stigmatised as “bad”, “deviant”, “problematic”.

Despite the broad individual variation, children with emotional and behavioural difficulties share some common characteristics:

• Learning difficulties, which are not caused by a specific disease, sensory damage or intellectual deficit;
• Difficulties or inability to establish and maintain interpersonal contacts with peers and adults;
• A behaviour that is incompatible with the socially-adopted one for a given situation and stage of a child’s development;
• Frequent and recurring negative emotional states, appearing with low spirits, anxiety, fear, anger, which are experienced as personal distress.

The “challenging behaviour” covers a wide range of reactions and manifestations, which deviate from the norms accepted for the correspondent age and restrain to some extent the child’s personality from being completely fulfilled. Emotional and behavioural difficulties have a negative impact on the academic performance (learning), the acquirement of social and vocational skills, and the complete adaptation of the child to the community.

The methodology is developed to support children whose behaviour indicates the presence of emotional and behavioural issues. The proposed model is not a therapeutic method or correctional programme for children with a severely aggressive behaviour or those with manifested disturbances within the clinical category of “emotional and behavioural disorders”. The techniques operate at the level of prevention and early intervention and are less efficient in dealing with forms of behaviour involving
high risk of injury or self-harm. In cases of severe, recurrent behavioural difficulties, it is necessary to conduct long-term and comprehensive therapeutic interventions, as the suggested positive techniques can only be of a supporting function.

The use of positive approaches is as follows:

### POSITIVE APPROACHES

<table>
<thead>
<tr>
<th>APPROPRIATE</th>
<th>NOT APPROPRIATE</th>
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</thead>
<tbody>
<tr>
<td>for the implementation of primary prevention of challenging behaviours;</td>
<td>for behaviours suggesting high risk of injury and self-harm;</td>
</tr>
<tr>
<td>for handling single manifestations of socially-unacceptable behaviours;</td>
<td>for severe psychotic conditions</td>
</tr>
<tr>
<td>for coping with mild forms of destructive behaviours.</td>
<td>for recurrent destructive or self-destructive behaviours.</td>
</tr>
</tbody>
</table>

In their essence, positive approaches offer a model and strategies that can be adapted on a case-by-case basis. These techniques can be applied by various professionals and in different contexts. This five-stage approach can be used by experts providing psychological consultations and by those working on prevention of challenging behaviour in a school environment.

**Stage 1. Identification of the strengths of the child**

This is the starting point of the intervention that distinguishes the positive behavioural support from the traditional models of “correctional” work, which begins by investigating the problem behaviour itself —i.e. what happened, who was to blame for that, what was not done on time—. In most cases, this approach provokes hostility and the feeling of guilt in children, placing them on the defensive and in this way blocking, or at least significantly impeding supporting work.

The positive approach suggests that the starting point of the intervention lies in children’s strengths, thus predisposing adolescents to sharing and a long-term cooperation. It is important to note that achieving a positive change is not possible without children’s cooperation and voluntary participation. Any intervention carried out against their will is practically of no effect. It might temporarily suppress the negative events, under pressure of possible penalties, but it is unable to motivate children internally to change the way in which they achieve their goals. That is why identifying and
supporting positive strengths and recognising what they are able to do and do well at the very beginning of the process of consulting, helps us build a relationship based on trust and it creates space for long-term work. Finding out children’s specific skills, preferences and abilities is the first and most essential stage of the supporting work. This is a key stage in the process of behavioural support as it gives us the resources to change the unacceptable behaviour, at the same time raising the self-esteem and stimulating the motivation of the child. By positive means we assist the child to get out of the position of the failing one, the victim of circumstances, and to transform himself into a person who controls his emotions and actions.

Stage 2. Creating a supportive team
The effectiveness of any positive support depends to a large extent on the joint efforts of more than one person in children’s natural environment. Providing support only at home or only at school does not give good results. That is why it is important for planned interventions to be worked out and agreed upon by important stakeholders in children’s environment, such as family members, teachers and peers.

Identification and inclusion of the significant “others” could be a slow and difficult process. There are two-fold reasons for this. On the one side, it is possible that children themselves do not want adults to know about the problem and to be a part of its solution. On the other side, adults themselves do not always give a positive response to the invitation to being a part of the support team. Parents often feel shame and guilt and therefore refuse to talk about their children’s behaviour or they are afraid that family issues will become a subject of public discussion. It happens sometimes that even experts, e.g. teachers, refuse to cooperate under the pretext that this goes beyond their direct duties and competences. The choice of partners in supporting work is based on the answer of one simple question: Who are the significant others in the immediate surroundings of the child? The answer to this question will identify the figures that are directly involved in children’s life and stand to protect their best interests. Most often these are parents, other relatives, teachers and friends. Working with the family is particularly a delicate issue. Parents are irreplaceable partners in the supporting work and their participation is crucial to achieve positive changes. This is equally true for parents who live with the child and for those who work abroad. When choosing the members of the support team, it is important to follow children’s wish. Preserving and strengthening trust is a guiding principle in support work and therefore it is important to create and maintain in the adolescent the feeling that what he shared is confidential and sharing it with third parties happens solely with his consent.

Stage 3. Assessment of functional behaviour, gathering information and developing of hypothesis
The functional assessment is a process of identifying and studying the factors of the environment that trigger and maintain challenging behaviour. Its main objective is to determine the connection between the challenging behaviour and the factors of the environment in which this behaviour occurs. The purpose of functional assessment is to act as a foundation for the development of positive interventions, based on the functions of the challenging behaviour. Performing functional assessment is particularly valuable because it allows individualised interventions, depending on the reasons of the challenging child. Functional assessment does not use a one-size-fits-all approach. It rather aims at identifying the hidden motive for the challenging behaviour by studying the factors and events that accompany such behaviour.

The assessment of functional behaviour is related to gathering information through conversations with parents, close relatives, friends, and children themselves. A key point is achieving a complete understanding of the factors that provoke children’s negative manifestations. The success of any behavioural intervention depends on the answer of one single question: “Why?” The correct answer to this question is the first and most important step towards a positive change.

Any form of challenging behaviour has a purpose and performs a particular function. Thus, the key to reach a positive change in one’s behaviour is puzzling out exactly this aim or function. This is the leading principle of the approach for positive behavioural change: finding out the need children satisfy with such challenging behaviour, and influencing it. Although the process of functional assessment happens in different ways according to the case, it follows a certain logic and its mandatory phases are:
1/ Determining the form of challenging behaviour;
2/ Selection of methods and sources for assessment. Gathering information;
3/ Analysis of the obtained information. Developing a hypothesis for the function;
4/ Summary. At the end of each process of functional assessment we must reach a hypothesis about what motivates the child-adolescent to behave in an unacceptable way.

Stage 4. Working out a strategy for the support plan
The support plan is a tool oriented primarily to working out positive strategies for acquiring new more-adaptive responses to the difficulties of behavioural and emotional character that will be used to replace the challenging behaviour. The support plan aims at:
- Identifying development goals in accordance with the nature of the difficulties and individual abilities of the child;
- Selecting supporting strategies aimed at eliminating or reducing negative behavioural manifestations;
- Allocating roles and responsibilities to the members of the supporting team.
All children show their personality in the context of the demonstrated difficulties and this requires an tailor-made approach considering the children in question and their difficulties. The development of a plan of specific, tailor-made measures is the alternative to low-performing, universal approaches.

In its essence, the support plan is a dynamic part of the program. It is worked out on the basis of the hypotheses deduced for the function of challenging behaviour and it can be adjusted or changed in the process of consulting. The support plan contains information for:

- strengths and interests (identified during the functional assessment)
- general objectives for development (desirable actions and skills to be developed by the child)
- supporting strategies (specific techniques for directing the desired behaviour)
- team for support (significant stakeholders around the child)

In accordance with the behaviour’s function, the supporting strategies are outlined, aiming to develop and maintain new, adaptive skills that will replace the difficult and socially unacceptable behaviour.

There are various strategies that have been proven to be successful in dealing with certain forms of challenging behaviour. The following examples of such strategies are known for improving the communication with the child. The function shows the reason behind the difficult behaviour.

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SUPPORTING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>attention</td>
<td>Planned ignoring, redirecting, disclosure of the motive/reason</td>
</tr>
<tr>
<td>power / control</td>
<td>Timeout, giving an alternative, negotiation</td>
</tr>
<tr>
<td>revenge</td>
<td>Logical consequences, timeout, withdrawal</td>
</tr>
<tr>
<td>avoiding failure</td>
<td>Encouraging, incentive, disclosure of the motive/reason</td>
</tr>
</tbody>
</table>

Stage 5. Implementation of the plan. Progress evaluation.

The way in which positive changes happen and the rate they are carried out with are strictly individual and sometimes difficult to follow up. Despite individual variations,
however, progress can be observed in three main areas - behaviour, self-image and interpersonal interaction. We can speak of positive progress only when changes are registered, even if minimal, in each of the three areas. The progress evaluation is observed through a series of indicators that can guide the expert with regards to the stage of development.

CONCLUSION
In most cases, the process of support passes through all these steps. However, it is possible that the order of their appearance is sometimes susceptible to changes (e.g. functional assessment to become the first step, before identifying strengths). The duration of the entire cycle and of the individual stages is difficult to pre-set and depends on the specifics of each separate case. The expert is the one to carry out a comprehensive assessment with regards to the order and the pace of implementation of the different stages. Usually, most of the time and efforts are put into working on the two essential stages: development of a functional assessment and implementation of a support plan. The implementation and evaluation of the interventions require sufficient time for a follow up as this is the stage at which the outcome of the supporting work is determined: whether the achieved change is significant, it meets the targets and presumes finalization of the consulting work. Not infrequently, however, the results have not led to a significant improvement in the overall performance of the child and it is necessary to go through the sequence of steps again.

ANNEX 3

CASE STUDY
Alex is 16 years old; he is a student in the 10th grade. He completed 8th grade in his native village, then his parents moved him to a vocational school in the city. His mother describes him as a “quiet”, shy and tame child.

However, Alex experiences difficulties in school revealed by a drop in his results, no friends among his classmates and it is difficult for him to communicate with his peers. He often stands alone in the breaks and sometimes offends and hits his classmates. The class councillor invites Alex’s mother to have a meeting-conversation with regards to Alex’s behaviour, which he finds to be extremely aggressive. When the boy behaves in an unacceptable way he is punished by the class councillor. Because of the teacher’ complaint, at home his parents scold and punish him.

Alex’s family lives in their own apartment. As his father has been working in Italy for 2 years, Alex’s education is mainly his mother’s responsibility. Alex has two older brothers from his father’s first marriage. He often meets them and they have good relationships. Alex rarely communicates with his father because of his specific working hours in Italy. The boy likes playing chess and plays football in a local club. His favourite subject at school is literature. He likes the teacher and he does his homework with pleasure.
ANNEX 1

Parenting for families affected by labor migration

Children issues related to migration
Children left behind

Risks on children:

Overburdening with roles: taking on adult responsibilities (cooking, cleaning, paying the bills etc.), caring for younger siblings;

Vulnerability to physical, psychological, sexual abuse, sexual, labor, trafficking and prostitution (sexual aggressors, traffickers, choose their victims from children left unprotected, unsupervised);

Insufficient development of independent life skills: decision making, time and budget management, control and expression of emotions, communication, safety and security etc.;

Children left behind

Poor acquisition of moral norms: in the absence of a functional family model, of a safe and coherent environment home alone children will internalize a model of emotional neglect;

Early debut of sex life: teenagers will look for affection and appreciation not just in the group of friends but also in intimate relations.
Children left behind

The absence of one or both parents may be associated with a series of problems or with the certain needs of the children not being taken care of by the carers:

Food (lack of food, absence of certain categories of elements essential to growth etc.)

Clothing (clothes that are unsuitable to the season, clothes that are too big or to small, dirty clothes etc.)

Hygiene (lack/poor hygiene, repelling smells, parasites),

---

Children left behind

Medical neglect (absence of necessary care, skipping regular check-ups and vaccinations, not taking/taking wrongly the prescriptions etc.),

Housing (poorly maintained house, lack of heating, risk of fire, missing/degraded furniture, toxic substances etc.),

Education (sub-stimulation, instability of the system of punishments and rewards, lack of models for the acquisition of independent life skills, lack of supervision and support for the improvement of the school performance/attendance).
Children left behind in Romania


- An estimated 350,000 children with one or both parents gone to work abroad
- An estimated 126,000 children have both parents working abroad
- Half of the children with both parents gone to work abroad are under 10 years old
- 4% of the children with both parents gone to work abroad are under 1 year (over 5000 children)
- 16% of the children have spent more than 1 year apart from both parents gone to work abroad
- 3% of the children have spent more than 4 years away from both their parents
- More than half of the “home alone” children come from rural areas

Remigrant children

Remigrant children - the term refers to children who returned to the home country after having moved to/with his/her migrant parents abroad to live there (as opposed to going abroad for a vacation).
Remigrant children: the Romanian case

- 10% of the Romanian remigrant children acknowledge readjustment and social reintegration issues;

- For the majority of children the general emotional state after remigration is a positive one; however for 16-17% of the children remigration is associated with moderate to severe negative emotional state (shame, sadness, anxiety, abandonment or anger).

- 20-30% of remigrant children face a significant/major risk of developing some specific disorder from the prosocial spectrum: emotional, behavior, inattention and peer relations.

Remigrant children

The child’s emotional state is independent from gender, but nuanced by:
- the residence environment
- the age group
- the cultural space where they re-migrated from
- the period spent abroad
Remigrant children

From the perspective of the resilience factors (Ionescu, 2009, Grobberg 1995), the perception of the children with regards to their success in readjustment is due to individual factors, followed by family and community.

The factors that inhibit readjustment are mainly individual, followed by community and family.

Remigrant children

Qualitative data from focus groups frame the image of a child:
- who speaks a foreign language;
- who is familiar with another lifestyle and is nostalgic about it;
- who is appreciated while abroad for his/her remarkable school performances and general knowledge;
- who has medium or high levels of anxiety;
- who is fearful;
- who is avoidant of relationships with adults as well as with peers;
- who has no constant preoccupation for social relations and for involvement with groups of peers;
- who has low self-esteem;
- who has low aspirations, including low school expectancies;
- who, repeats at least one grade which he/she already graduated from while abroad, without understanding why.
ANNEX 2

PARENTING SKILLS

ability to identify and understand
child’s psychological needs

ability to observe accurately children’s individual behaviors
to correct them when they are maladaptive

child’s development needs

responding actively and primarily to satisfy their needs in an adaptive manner

using an empathic and sympathetic communication

FIVE BASIC PARENTING SKILLS

ENCOURAGEMENT

Purpose: fosters self-esteem in children and builds trust between parent and child

How:
1. Notice something you like.
2. Notice how you feel.
3. Say it! ("I feel . . . that you . . .")
4. Notice how your child responds.

FIVE BASIC PARENTING SKILLS

CAN DO

Purpose: teaches parents to teach children acceptable behavior

How:
1. Notice what you don’t want your child to do.
2. Think of something your child can do instead.
3. Tell your child what he or she can do.
4. Help your child if necessary.


FIVE BASIC PARENTING SKILLS

CHOICES

Purpose: encouraging parents and children to work together to solve problems and make decisions

How:
1. Help your child understand the problem.
2. Your child and you think of two or more reasonable choices.
3. Have your child choose and tell you the choice.
4. Help your child follow through.

FIVE BASIC PARENTING SKILLS

SELF-CONTROL
Purpose: helps parents to avoid acting hurtfully toward their children

How:
1. Pay attention to body messages telling you that you are about to lose control.
2. Think of ways to control yourself.
3. Choose a way and get control of yourself.
4. Decide how to act with your child.


FIVE BASIC PARENTING SKILLS

RESPECTING FEELINGS
Purpose: empathy-building skill

How:
1. Watch and listen to your child.
2. Think of a word that describes what your child might be feeling.
3. Think about why your child might be feeling this way.
4. Check your ideas with your child.

ANNEX 3

Principles of effective communication between parents and children
(adapted from Child Development Institute – Guidelines For Parent/Child Communication)

- Let the child know that you are interested and involved and that you will help when needed.

- Embarrassing the child or putting him on the spot in front of others will lead only to resentment and hostility, not good communication.

- If you are very angry about a behavior or an incident, don’t attempt communication until you regain your cool, because you cannot be objective until then. It is better to stop, settle down, and talk to the child later.

Principles of effective communication between parents and children

- If you are very tired, you will have to make an extra effort to be an active listener. Genuine active listening is hard work and is very difficult when your mind and body are already tired.

- Listen carefully and politely. Don’t interrupt the child when he is trying to tell his story. Be as courteous to your child as you would be to your best friend.

- Don’t be a wipe-out artist, unraveling minor threads of a story and never allowing the child’s own theme to develop. This is the parent who reacts to the incidentals of a message while the main idea is lost: i.e., the child starts to tell about what happened and the parent says, "I don’t care what they are doing, but you had better not be involved in anything like that."
Principles of effective communication between parents and children

- Don’t ask why, but do ask what happened.
- If you have knowledge of the situation, confront the child with the information that you know or have been told.
- Keep adult talking ("You’ll talk when I’m finished." "I know what’s best for you." "Just do what I say and that will solve the problem"), preaching and moralizing to a minimum because they are not helpful in getting communication open and keeping it open.

Principles of effective communication between parents and children

- Don’t use put-down words or statements: dumb, stupid, lazy: “It’s stupid/it makes no sense at all” or “What do you know, you’re just a child.”
- Assist the child in planning some specific steps to the solution. Show that you accept the child himself, regardless of what he has or has not done.
- Reinforce the child for keeping communication open. Do this by accepting him and praising his efforts to communicate.
ANNEX 2

QUESTION SHEET
How well do you really know your child? Can you predict the answers that he or she would give to the following questions? Asks the child to respond to those questions; you may get lucky and learn something about your child that you didn’t know!

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you look for in a friend?</td>
<td></td>
</tr>
<tr>
<td>What is your favorite thing to do?</td>
<td></td>
</tr>
<tr>
<td>What do you want to be when you grow up? Why?</td>
<td></td>
</tr>
<tr>
<td>What is your favorite thing about school? Least favorite?</td>
<td></td>
</tr>
<tr>
<td>Who do you consider to be your hero? Why?</td>
<td></td>
</tr>
<tr>
<td>If you could change one thing about yourself, what would it be?</td>
<td></td>
</tr>
<tr>
<td>What three things do you think you are good at?</td>
<td></td>
</tr>
<tr>
<td>What is your best memory? Worst memory?</td>
<td></td>
</tr>
<tr>
<td>What is your favorite movie?</td>
<td></td>
</tr>
<tr>
<td>What are you most afraid of?</td>
<td></td>
</tr>
<tr>
<td>If you could go anywhere in the world, where would you go?</td>
<td></td>
</tr>
</tbody>
</table>
What is the best thing about being young?
What is the worst thing?

What makes a person good?
What makes a person bad?

What is your favorite class?
Who is your favorite teacher?

Who is your best friend? Why?

What are your favorite foods?

What makes you the most angry?

What makes you the most happy?

What worries you the most?

If you could have three wishes, what would you wish for?

What is your favorite kind of music?

If you were the parent for a day, which rule would you get rid of?

What is your favorite TV show?

What is your most prized possession?

What are your favorite sports?

Do you collect anything?
What would you like to collect?
If you could have a magical power, what would you choose?

What would you do if you had the magical power you chose?

What do you see in your future?

Describe yourself using five words or less.

Would you rather be the richest, best-looking, smartest, or happiest person in your school?

If you could spend one day doing anything you wanted, what would you do?

How would you act if there were NO laws for the day?

Do you think it would be difficult to be a parent? Why or why not?

What is your biggest problem at school?

What is your biggest problem at home?

If you had money, how would you spend it?

If you could change one thing about the world, what would it be? Why?

What stresses you out?

What is the best thing about being YOU?
ANNEX 1

Emigration of young generation in Portugal

Positive and negative aspects for families:
- economic and emotional impact of young migration on elder people
INTRODUCING THE SITUATION:

Top destinations of Portuguese emigration, 2013

<table>
<thead>
<tr>
<th>País</th>
<th>Entradas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reino Unido</td>
<td>36,111</td>
</tr>
<tr>
<td>Suíça</td>
<td>14,388</td>
</tr>
<tr>
<td>Alemanha</td>
<td>11,401</td>
</tr>
<tr>
<td>Espanha</td>
<td>5,302</td>
</tr>
<tr>
<td>Luxemburgo</td>
<td>4,550</td>
</tr>
<tr>
<td>Brasil</td>
<td>2,813</td>
</tr>
<tr>
<td>Bélgica</td>
<td>2,812</td>
</tr>
<tr>
<td>Holanda</td>
<td>2,079</td>
</tr>
<tr>
<td>EUA</td>
<td>918</td>
</tr>
<tr>
<td>Noruega</td>
<td>815</td>
</tr>
</tbody>
</table>

Nota: os dados da Suíça e da Bélgica referem-se a 2012.
Fonte: quadro elaborado pelo Observatório da Emigração, valores dos institutos nacionais de estatística (ausência de dados recentes para França, Angola e Moçambique).
Top destinations of Portuguese emigration, 2013

Portuguese emigration after the crisis: estimated annual output, 2007-2013

Quadro 6
Emigração portuguesa pós-crise: saídas anuais estimadas, 2007-2013

<table>
<thead>
<tr>
<th>Ano</th>
<th>Saídas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>90,000</td>
</tr>
<tr>
<td>2008</td>
<td>80,000</td>
</tr>
<tr>
<td>2009</td>
<td>75,000</td>
</tr>
<tr>
<td>2010</td>
<td>70,000</td>
</tr>
<tr>
<td>2011</td>
<td>80,000</td>
</tr>
<tr>
<td>2012</td>
<td>95,000</td>
</tr>
<tr>
<td>2013</td>
<td>110,000</td>
</tr>
</tbody>
</table>


The 2014 Statistical Report on the Portuguese Emigration
### Portuguese emigrants aged 15 or older living in the OECD, by age group, 2000/01 AND 2010/11

**Quadro 25** Emigrantes portugueses com 15 anos ou mais, residentes na OCDE, por grupos etários, 2000/01 e 2010/11

<table>
<thead>
<tr>
<th>Grupos etários</th>
<th>Censos de 2000/01</th>
<th>Censos de 2010/11</th>
<th>Taxa de crescimento %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Total</td>
<td>1,259,829</td>
<td>100.0</td>
<td>1,666,047</td>
</tr>
<tr>
<td>15-24 anos</td>
<td>82,197</td>
<td>6.5</td>
<td>89,809</td>
</tr>
<tr>
<td>25-64 anos</td>
<td>1,098,122</td>
<td>84.0</td>
<td>1,166,047</td>
</tr>
<tr>
<td>65 e mais anos</td>
<td>119,510</td>
<td>9.5</td>
<td>215,791</td>
</tr>
</tbody>
</table>

*Fonte: quadro elaborado pelo Observatório da Emigração, valores de OECD, Database on Immigrants in OECD Countries, DIOC 2010-2011, dados provisórios obtidos mediante pedido.*

### Portuguese immigrants residing in OECD, by sex, 2000/01 AND 2010/11

**Quadro 24** Emigrantes portugueses residentes na OCDE, por sexo, 2000/01 e 2010/11

<table>
<thead>
<tr>
<th>Sexo</th>
<th>Censos de 2000/01</th>
<th>Censos de 2010/11</th>
<th>Taxa de crescimento %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Total</td>
<td>1,259,829</td>
<td>100.0</td>
<td>1,666,047</td>
</tr>
<tr>
<td>Homens</td>
<td>630,993</td>
<td>50.6</td>
<td>758,903</td>
</tr>
<tr>
<td>Mulheres</td>
<td>629,836</td>
<td>49.4</td>
<td>907,144</td>
</tr>
</tbody>
</table>

*Fonte: quadro elaborado pelo Observatório da Emigração, valores de OECD, Database on Immigrants in OECD Countries, DIOC 2010-2011, dados provisórios obtidos mediante pedido.*
CONCLUSIONS:

- This new wave of emigration
- is not fleeing the war
- adapts better to the country of destination
- is not thinking to return
- sends a lot less money
- women are equal to men in number and qualifications

But how is Emigration for those left behind?
Portuguese population with 65 or more living alone

"Pouco sociedade" refere-se simplesmente a uma pessoa que reside sozinha, segundo o Censo 2011 em Portugal Continental dos 1 949 557 pessoas com mais de 65 anos, vivem sozinhos. 433 994 (22,4%) habitantes entre 75-79 anos, 301 251 (15,6%) entre 80 – 84 anos; e 243 137 tém mais de 85 anos.

<table>
<thead>
<tr>
<th>Desagregação geográfica</th>
<th>População com 65 ou mais anos de idade</th>
<th>Abandos de pessoas que vivem sozinhos</th>
<th>Total</th>
<th>Com 1 pessoa com 65 ou mais anos</th>
<th>Com 2 ou mais pessoas com 65 ou mais anos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2 622 504</td>
<td>1 205 541</td>
<td>59,9%</td>
<td>597 851</td>
<td>340 904</td>
</tr>
<tr>
<td>Portugal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fonte: INE – Censos 2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fonte: O envelhecimento da população: dependência, ativação e qualidade – Relatório final coordenação de: Roberto Camero, Centro de estudos dos povos e culturas de expressão portuguesa, Faculdade de Ciências Humanas, Universidade Católica Portuguesa, Lisboa, 31 de Agosto de 2012.

Percentage of elderly Portuguese people living alone or with other seniors - 2011

| Quatro 3.5: Percentagem da População Ideia que vive sozinha ou com outros idosos - 2011 |
|-----------------------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| %                                            | PT                             | Norte                           | Centro                          | Lisboa                          | Alentejo                        | Algarve                          |
| População com 65 ou + anos que vive sozinha | 19,8                           | 17,1                            | 20,1                            | 22,2                            | 21,9                            | 20,7                             |
| População com 65 ou + anos que vive com indivíduos com 65 ou mais anos | 39,8                           | 37                              | 42,9                            | 40,3                            | 43,5                            | 41,2                             |

Fonte: INE – Censos 2011
**Distribution of elderly in some regions of Portugal - 2011**

<table>
<thead>
<tr>
<th>Region</th>
<th>% Idosos</th>
<th>Sós</th>
<th>Com outros idosos</th>
<th>Em família</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continente</td>
<td>19.4%</td>
<td>19.8%</td>
<td>41.3%</td>
<td>38.9%</td>
</tr>
<tr>
<td>Conceitos c/ menos de 15000 pessoas</td>
<td>27.2%</td>
<td>21.2%</td>
<td>43.1%</td>
<td>35.7%</td>
</tr>
<tr>
<td>Grande Porto</td>
<td>16.6%</td>
<td>18.3%</td>
<td>37.0%</td>
<td>44.7%</td>
</tr>
<tr>
<td>Grande Lisboa</td>
<td>18.4%</td>
<td>23.9%</td>
<td>39.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Península de Setúbal</td>
<td>18.1%</td>
<td>29.2%</td>
<td>41.7%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Braga</td>
<td>13.20%</td>
<td>34.60%</td>
<td>34.50%</td>
<td>50.9%</td>
</tr>
<tr>
<td>Aveiro</td>
<td>17.10%</td>
<td>18.40%</td>
<td>40.10%</td>
<td>41.5%</td>
</tr>
<tr>
<td>Viseu</td>
<td>18.70%</td>
<td>17.00%</td>
<td>41.10%</td>
<td>40.2%</td>
</tr>
<tr>
<td>Covilhã</td>
<td>23.80%</td>
<td>22.30%</td>
<td>43.40%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Coimbra</td>
<td>18.10%</td>
<td>20.00%</td>
<td>40.60%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Leiria</td>
<td>17.50%</td>
<td>19.80%</td>
<td>43.60%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Évora</td>
<td>19.80%</td>
<td>22.70%</td>
<td>42.70%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Faro</td>
<td>18.20%</td>
<td>21.30%</td>
<td>40.0%</td>
<td>38.7%</td>
</tr>
</tbody>
</table>

Fonte: INE. Censos, 2011

ANNEX 2

WORKSHEET 1
Discuss with your peers what support can be provided to this person.

*We think it’s important:*  

*Because:*  

Group Identification: ________________________________
WORKSHEET 2
Please, select most important and common needs to support.

*We think it’s important:*  

*Because:*

*Group Identification:* ____________________________
WORKSHEET 3
Identifying strategies to improve communication of the elderly with emigrants' descendants

We think it’s important:  

Because:

Group Identification: ________________________________
ANNEX 3

ARTICLES “I BEGAN TO BE AFRAID OF GETTING SICK BECAUSE MY CHILDREN ARE ALONE”– NATÁLIA FARIA (PÚBLICO – NEWSPAPER)
With her husband in Saudi Arabia and two children in preadolescence, Leonor connects them to their father on the computer so that they can ask him questions of English and mathematics, but “it is not the same thing”. Sylvia, with her husband shuttling between Angola and Portugal, learned to live only the three of them —i.e. she and her two children—. Yet, she believes that her husband migration will have an end. Joseph continues to pay attention to his daughters’ steps —one in Denmark, another in Brazil—, but misses the physical touch.

At a time when emigration accelerates in a calculated rate of 100,000 people per year, all agree that leaving the country will not have the dramatic charge characterising the 1950s and 1960s. Instead of going illegally on foot to France, new emigrants are travelling low cost. Skype declined distances, Facebook also. Furthermore, as noted by the sociologist João Teixeira Lopes, “mobility was internalized by people”.

“Although young people are not active agents of this mobility, they live it in the virtual space”, insists the sociologist. But although in 2008 young people from 15 to 29 years old represented 63% of exits, as recalls the researcher Jorge Malheiros in the text Portugal 2010: the return of the country to emigration?, the crisis has forced older people to this same option. “In the range of the thirties and forties, the sociability is more territorialized. It is more difficult to reconstruct circles of friends, we can see a dramatic separation of spouses, sons often are delivered to grandparents: here we are already talking about disruption and, in this way, this new emigration – suffered, and sometimes reluctantly – is already approaching to a traditional profile by the associated phenomena of uprooting”, as Teixeira Lopes resumes. If there were studies on this new emigration, it would be necessary to consider how those like Leonor Silva and sons feel seeing the other members of the family leaving. “My husband’s exit implied a gigantic change in family management”, introduces this employee of telecommunications. She is 47 years old and has two boys aged 14 and 12. She found herself overloaded when realising she has to find the time to work, take her children to school and to their activities, cook, go to the doctor, do the shopping, go to the bank and to the tax office. “Suddenly, I began to fear to get sick, because if I do, my sons are alone and without knowing what to do. I had to create an emergency plan, like providing friends’ contacts, which they can call at night. It was something that had never crossed my mind before”. It has been like this for since last year, when her husband left the company where he had been working for 15 years as a civil engineer to go to Saudi Arabia despite the risks.

“Physical distance with Skype is facilitated, but Saudi Arabia is not Europe: communi-
cations fail too much and it is a daily anxiety. There are many conversations that get interrupted, terrible anniversaries because of absences. When the longing hurts, my children entertained themselves analysing the globe. We started to tell each other that their father is not so far away. Basically, stratagems to minimise the impact." What we should not underestimate: the fact that Leonor has to leave her sons at school all the morning and they must come back home on their own by metro. The fact that she feels that she must always be intransigent, in terms of authority, with her children. “If things degenerate in terms of authority, I have no one who takes control. In this sense, I became more vigilant and less the bad guy”. The changes within the family, where the father stopped to be a mere provider of economic resources to share the everyday life, contribute to make emigration harder for those left behind. “Still, emigration causes emotional deficits that may be even higher if men were not alone family providers and had a very active role in helping children with their homework, playing with them with football games or on the computer...”

In the case of emigration of the youngest, Teixeira Lopes also points out some new trends: families begin to see the departure of their children as an escape. “They made huge sacrifices for their sons’ education and what happens? The work market is blocked. Wealthy families are reaching a saturation level, the economy of reciprocity between grandparents, parents and grandchildren entered an imbalance, with unemployment to be achieved by force the 40 and 50 years old, there was no longer money for family solidarity”.

To consider that the rhythm of Portuguese emigration can slow down in the coming years is, at least, a very optimistic prediction. Therefore, the need for the government to analyse its implications is claimed by the researchers of the phenomenon, who share preoccupation: it is urgent to ensure that migrants remain connected with the country, under penalty of being wasting all the social and human potential they represent. Jorge Malheiros, from the Institute of Geography of University of Lisbon, agrees that “there’s no reasoned analysis of the impacts of actual emigration growth on families. Being a recent phenomenon of strong magnitude it is need to understand it first and then think in some way of monitoring these migrants and their families. “It is time to do with emigration what we have done with immigration and create the post of High Commissioner for emigration or, at least, to attach those skills the High Commissioner for immigration”, agrees Peter Góis.”
CASE-STUDY 1 – IDALNIS’ STORY

Idalnis, 13 years old, jet black hair and olive skin. Her eyes are slightly almond-shaped but do not reveal her Inca origins, she brings Peru with herself.
Idalnis attends 3 B, but in the morning if she could she would keep on sleeping: “Mummy let me remain here a bit more….I really don’t feel like going to school”.
For her to get out of bed is never easy, the cold February weather penetrates her bones, sweaters never look to be enough, at least the music that comes out from the headsets warms her up and it lets her forget for a moment the nostalgia for her previous life.

While she crosses the door of the school, she takes off the headsets and she looks as if she is going back to reality. She takes a seat on the bench nearby the disabled classmate with whom she interacts with some gaze of complicity. Sometimes they build together models of paper planes that her classmate loves to make fly.
The hours of lessons go by monotonously, but a smile appears on her face when the two hours of art class arrive. It is useless to deny that during the hours of Spanish Idalnis seems to transform herself and it looks like she is part of the class. Indeed, she usually looks distracted and bored. She never speaks, although when teachers address her it looks like she understands what they are telling her. Sometimes she reveals a half-view her white teeth, when she smiles at her classmates’ jokes, but her voice, you can never hear that...for her it is like a precious instrument that is not to be wasted. Idalnis, in effect, has made good progress in the written tests of Italian, Spanish, geography and art. She does her homework, but when teachers ask her questions for the oral exams, she does not truly reply. Once the teacher of mathematics had called her to the blackboard to correct some exercises that in the classwork were done well, but Idalnis opened her eyes wide and refused to stand up, and she earned a 4.

Another time, during a classwork of history she delivered her work almost blank because she had not a pen to write and only eventually the teacher realized and addressed the class to ask who might lend her a pen, she thanked the classmates and she uttered “I thought that he who forgets materials shouldn’t ask for help; it is correct he gets punished”.

Mathematics and sciences do represent a big barrier, in these subjects she has more difficulties even in the written exams. The bell for the break is the most anticipated sound for the students, it is a time of sharing and joy that for Idalnis turns into ritual: she closes herself in the toilets and doesn’t eat, nobody has ever seen her bringing a snack. The classmates comment that often she wears the same clothes.

Three times, Idalnis has broken her silence; not to speak, but to cry. In March during the three day trip “school nature”, Idalnis showed up at the departure of the bus holding back tears with difficulty; finally, she broke down and cried almost uncontrollably, when it was time to get on the bus. The second time, on her birthday, the Italian language teacher during class wanted to wish her a happy birthday, as she did for the previous birthdays, she brought candies and let Idalnis classmates sing “happy birthday”...Idalnis was overwhelmed by different feelings and tears started to stream down her face. English is another subject she works hard at especially the written exercises, but confronted by a test with some sentences more structured, Idalnis feels that those words on the paper are too much for her and tries to hide her crying.

Idalnis’ mother came to a parent-teacher meeting to pick up the report card. Madame Flor has a well-finished look and is a determined woman. She tells in fact about her trip from Peru to Italy and about how she had to cross different countries and even find herself in countries very different from her own for language and traditions such as Japan and New Zealand.

A mother knows her children and she describes her daughter to the teacher like a girl with radiant personality and really she doesn’t manage to see the issue of shyness so harshly noted by the school. She asserts that it will be Idalnis to decide how, with whom and when to talk, because at home she is completely different. For example, on Saturday nights they go to clubs and dance, together with her new boyfriend and really she doesn’t catch sight of any sign of sadness. She is asked if the pre-enrolment to the high school has been made or not. The mother replies that she is still evaluating, as Idalnis expressed the desire to become physician and she wants to enroll in a linguistic high school. The mother is happy about the choice because sometimes Idalnis helps her in her job as a housekeeper for some Italian families and for her daughter desires a different future.

CASE-STUDY 2 - KEVIN’ AND LISETH’ STORY

On the other end of the line, Madame Liseth barely holds back the emotion and with a voice free from the usual nostalgia she tells us: “Finally my son has arrived, he is already here with me, it doesn’t look true”. Kevin arrived in September 2012 together with his father from El Salvador where he had remained for 5 years while they were waiting for the family reunification with his...
mother. The arrival in Italy has been full of surprises, beginning at the airport where faces ascertain, hands touch and grab each other while realizing that time went by: “I couldn’t imagine how much my son had grown up, I had left him when he was very small, now he is already a young man, I run immediately towards him and I was expecting him to hug me right away...instead it took him a bit more time”.

When Madame Liseth introduced us to Kevin we could, in fact, see that he was a tall, well-built boy to be only 12 years old; at the same time he was a bit shy and clumsy as many preteens are at that age. Kevin was 7 years old when his mother left and this split at the beginning brought a worsening at school that resulted with a school failure in second grade.

The shadow on his education follows Kevin even in Italy, despite the fact that his residence visa is practically completed, the junior high school where Madame Liseth wishes to enrol her son has raised an objection. The teachers argue that because of his past failures at school, the boy might have problems in learning and therefore the class that would fit him is the fifth grade.

We tried to explain to Kevin what is happening and how the Italian school system is structured and he promptly replies: “but why do they want to push me backward, if I have attended six years of elementary school in El Salvador”. And when he says six years Kevin doesn’t refer to his school failure, but to the fact that in El Salvador pupils attend six years of elementary school. They were all to no avail: the documents, the translated school reports and the report of the psychologist of our centre, the school insisted on resending Madame Liseth to the elementary school. The team has therefore decided to contact the Polo Start (Territorial Structure for the Integration) of the neighbourhood so they could clarify the situation. After few weeks, the good news has arrived and now Kevin is enrolled in the sixth grade.

We accompanied Kevin in his journey of individual psychological interviews, some of them with the linguistic support of the intercultural mediator. Kevin is afraid of disappointing his mother’s expectations since she made a lot of sacrifices for him throughout all these years and, at the same time, he is afraid of not making a good impression with his teachers and his classmates. Sometimes he glances down and he asks why the lessons break can’t be made in the courtyard and why they always have to remain in the corridors or in the classroom....in El Salvador the lessons break is always outside, but then apparently it looks like he has found by himself the answer in the cold milanese winter. His face lightens up when he says that he gets along well with his classmates, that they don’t leave him alone and that the teachers support him. As soon as he can speak better Italian, he will prepare a report about El Salvador to explain that in that country an historically important people existed, the Aztecs.

Liseth is a very dedicated and present mother in her son’s life, she immediately enquired if in the oratory close to her house there is room for the after-school activities. Despite Madame in her country completed high school and in Italy she attended an
social operator course she wishes to have some support in Italian and mathematics for Kevin, at least for the first period. She is concerned to be a good mother, she feels she is tested and above all she fears that her son, by attending Italian school and friends, he might distance himself from their original culture: “I realize that sometimes I might confuse Kevin because I insist on him learning immediately Italian and getting good grades at school but at the same time I prefer he comes with me at the patronal feast of the Salvadorian community instead of the party in the oratory”.

Therefore we invited Kevin’s mother to take part in the group path to support parents where she will be able to confront herself with other parents that went through the family reunification and above all they know what it means to raise a child in a country that is not yours.

For Kevin his father has always represented an important point of reference, a landmark during the years of his mother’s absence. But now Mr. Julio apparently doesn’t manage to keep this stability in the family. Since when he has arrived in Italy he has not managed to find a continuous job (his wife had prepared him for this but he didn’t believe it would be so hard). It is true he is lucky because he has a residence visa and a place to live in, but he is used to working. In El Salvador he used to manage a small firm and, even though he is an open minded man, he feels that in these conditions he is not contributing to the future of his family. Mr. Julio is very torn but he doesn’t want to run the risk of hitting the bottom with alcohol as he has seen happening to his fellow countrymen. He has chosen then to go back to his homeland just because he feels this is the only way to save money for Liseth and Kevin’s future, for him the cost of living in Italy is too high and the majority of his salary is needed for rent and food. And then until when his residence visa doesn’t expire he will be able to come and visit them.

For Kevin this represents a new tear despite now, compared to the first departure of his mother, he is able to understand better the reasons. It follows a period of shutdown and to avoid an isolation that might jeopardise his school performance we suggested to him a path with Suoni Sonori an association that holds music laboratories for teenagers. To play guitar allows him to maintain the link with his father, it was he who taught Kevin how to play it and now on the phone he can tell him about his progresses.

The school year has ended positively for Kevin who has managed to reach the goals agreed with his teachers who adapted the tests according to his potential. Very helpful have been the discussions and the telephone monitoring between the psychologist of our centre and the teachers since in this way we’ve been able to observe the boy from different points of view and to complement the news about his experiences with his family, with the migration and at school.

During the last interview Kevin proudly brought his work about El Salvador and how the country has been important for Europe for trading of coffee, indigo, balsam of Peru and conversely about how Europe has been important for El Salvador to import
horses and iron, not to mention plants and other animals that after the Discover of America have been interchanged.

He stops for a moment and while he is smiling he tells us: “maybe one day I will become a good musician and my songs will travel between El Salvador and Italy because I will be able to write them both in English and Italian”.

CASE-STUDY 3 - JENNY’S STORY

Jenny has a very determined gaze, not a common feature for a 17-year-old girl. Yet her dark eyes seem to have already surpassed many challenges. When she arrived to our centre accompanied by her mother, her gaze was anxious and during the first meetings seemed a bit lost. However, along the path of dealing with her past in El Salvador, her new life in Italy, the conflicts with her parents and the relationship with her brothers, this same determined “I want to make it” gaze has gained more assurance. For Jenny, the place in which she can make it is not here, but in her own land.

At the age of six, Mrs. Antonia had to leave Jenny and her brothers with their father and maternal grandmother. Jenny grew up waiting for the return of her mother, which given bureaucratic difficulties, was only able to return a few times to the homeland: “in those 11 years, my mother only visited me three times” Jenny points out; in her words, she captures the anger that has accumulated over time. One of these visits coincided with Mrs. Antonia’s divorce request from her husband for the mistreatment of the children.

Despite the familial difficulties and suffering caused by her distant mother, Jenny always stood out in her schooling, following her dream of becoming a successful pediatrician. The socio-political situation in El Salvador is complex and the youth are vulnerable to organized crime, this due to the fact that they are easy victims of their actions and because they represent a resource for the gangs: the maras. Mrs. Antonia feared for her sons, but especially for her female child. This reason, coupled with the desire to recover her relationship with her daughter, pushed Mrs. Antonia to reunify the family.

Jenny arrived in Italy in June 2012 and immediately big difficulties emerged in her relationship with her mother. Despite this, Mrs. Antonia only turned to our centre in September. In the initial welcome meeting, she pointed out to the intercultural mediator that she needed support with the procedures relating to the request of a resident permit and with scholastic enrolment, failing to mention any mother-daughter difficulties. The first meeting with the legal consultant and the psychologist revealed the lack of sharing of Jenny’s migratory project, and as a result the clashes caused by the different expectations that they had of each other. Jenny was convinced that she was staying in Italy for a brief holiday, while her mother wished to stay permanently. The team began working with both of them, proposing individual meet-ups to Jenny and
group parental support meetings for her mother. Thanks to the support of the Centro Del Bue, we succeeded in orienting Jenny towards a senior comprehensive school superior to the scholastic system in Italy and better structured than in El Salvador, where after two or three years, one can enter university. Jenny chose the vocational route of nursing services, but the need remained in overcoming the legal bureaucratic obstacle tied to her residence permit. Jenny had indeed still not been able to request it, due to her father in El Salvador not giving his authorization for her inclusion on the mother’s permit. Jenny was not counting on a signature from her father as she left him without saying goodbye, due to the difficulties between him and her mother. This meant that Jenny may not have been able to continue with her schooling as her 18th birthday was around the corner and this would be the limit for the regulation of her family permit. In this regard, our team in El Salvador organized meetings with her father to try to explain to him the importance of this document, and especially the possibility that the permission to stay would have once been granted.

In a few months, Jenny had to face many changes from El Salvador: she had the love of her grandmother who raised her, and that of her brothers with whom she was very close. There were also her friends and her boyfriend, as well as greater freedom. She was used to fending for herself. Now she had to learn the language in order to move forward within a different schooling context, but most of all, she needed to get used to living with her mother. As she herself says: “I had to get used to her way of being and to her character, because even though we spoke when we were far from one another, you can’t see someone’s character on the phone!” Jenny was, however, grateful to her mother as she was not left wanting for anything economically and because she knew that her mother made a sacrifice to get her here. For this reason, she sometimes preferred to not tell her mother that she didn’t like it here and made the effort to get used to her new life. Jenny added “My mother was convinced that I would like being here, but one day I told her I didn’t like it. She was surprised so I explained to her that it’s one thing to really like it, and another living life the way I want to”.

The psychologist worked a lot with Jenny, especially in order to avoid isolation; linguistic difficulties encountered in school meant that Jenny felt inadequate and not up to the standard expected by teachers. It was frustrating for her to not obtain the grades that she had in El Salvador, while furthermore she perceived her comrades and teachers as hostile due to some unpleasant episodes that happened in school. Jenny was unable to feel part of the class: here there was no uniform and there wasn’t much homework or group work. For Jenny, everything in Italy had a different taste; even the same chocolate she ate in El Salvador seemed to not have the same flavour. Even love, something so important at her age, seemed to not be able to grow. In fact, even though her boyfriend from El Salvador asked to stay together, she made the tough
decision to break up with him. In a small voice, she says “a long-distance relationship is hard. I’m not there, he can’t have other girlfriends, he won’t be able to wait for me. He’s a man and I don’t know when I’ll go back. I preferred ending it.” He continued to contact her and insisted, but in the end she decided to change telephone number. Jenny felt suffocated, unable to make friends with her peers who all seemed immature with the exception of a single girl from Ecuador, who just like her, had only arrived recently. She was the only one able to understand her, the only one that Jenny felt in sync with because she herself also had a hostile relationship with her own mother. Jenny found her refuge in nightclubs where she began to hang out with older people, partaking in unsafe sexual behaviour with the risk of ending up in wrong turns. Returning home after every night out became yet another matter with her mother. Jenny indeed accused her of being too concerned with her brothers left in the homeland (whom she considered lucky to have been able to spend more time together) rather than concerned for her now here and with fewer memories. In one of their many fights, the mother would rub in the fact to Jenny that she was much luckier as she could study and afford to take a few breaks, while she herself on arriving to Italy could not permit herself such luxury. Furthermore, she hadn’t taken as much time learning Italian. The discussions would always end with the provocative question from Jenny: “Why don’t you send me back? Why did you make me come here?”

During the continuation of this familial journey, the possibility of a social space opened up for Jenny and the other new arrivals within the cooperative Comin’s project. The mother was been given the possibility of individual psychological meetings in addition to the group ones. In the meanwhile, the father’s authorization arrived and the procedure for permit obtainment was able to go ahead. However, Jenny had become aware of the economic cost of university study; her mother had already told her that, alone, she would not be able to cover the costs because it’s one thing to transfer money to El Salvador for the brothers’ to study, but it’s another to spend in euro.

For a long time Jenny had kept silent to her grandmother and brothers that things were not going well in Italy, but in March 2013, during a phone call with her grandmother, she poured her heart out and asked for help: a plane ticket to go back to El Salvador. The grandmother spoke to Mrs. Antonia and took on the ticket cost and Jenny’s renewed care. This was a heavy blow for Mrs. Antonia after so many years of separation, hardships and sacrifice so that Jenny and her brothers would have want for nothing. The Italian team have guided Jenny and her mother in dealing with this new decision in little time. The El Salvadorian team will follow up with Jenny on her return. Jenny does not wish to wait a moment longer; the new school year has already begun and maybe she’ll be able to catch up...her grandmother and brothers are waiting for her.
ANNEX 3

The Family Reunification process

1st step
How to reunite the family

2nd step
Tools preparation

3rd step
Displacement and Welcome of the new arrival

4th step
Advanced reunification

Questions
- Definition of a family reunification project
- Communication at distance with the relatives (children/tutors left behind)
- Gathering of bureaucratic and policy informations
- Housing, family welfare, school
- Finalisation of the procedures (p.d.x. insertion)
- Linguistic training and support
- Support in school’s choice
- School’s insertion
- Support lifestyle changes
- Issues in family relationships
- Difficulties to adapt to the Italian educational system
- Lack of migratory planning: school drop-out, troubled behaviour

Evolution steps

Steps
1st step
How to reunite the family

2nd step
Tools preparation

3rd step
Displacement and Welcome of the new arrival

4th step
Advanced reunification

Needs
- Rethinking the migratory family project (temporary / stable)
- Reasons for emigration from home country (which are the reasons? What are the goals?)
- Reappropriation of the caregiver (emotional, economic, authority, education)
- Preparation to consider needs for new times and spaces for the reunited family
- Overcoming of individual expectations
- Elaboration of the separation from the home country (Trauma)
- The reunification with the children means to challenge the own parental role (Would I still be able to be a good parent?)
- Double process of integration (external and Internal)
- Ameliorating the cultural differences between the two worlds
Possible Interventions

1\textsuperscript{st} step
How to reunite the family

2\textsuperscript{nd} step
Tools preparation

3\textsuperscript{rd} step
Displacement and Welcome of the new arrival

4\textsuperscript{th} step
Advanced reunification

Transnational

- Information (policy-based research)
- Psychological support to help the integration of the minor in their new environment (from distance, communications)
- Supporting self-reflections and sharing reunification experiences
- Supporting the definition of a family reunification, integrating other points of view

Network

- Linguistic support and training
- Support to family and children to achieve good integration in the school system
- Family support to facilitate relationships and ease the immigration process
- Monitoring and evaluation of children's insertion

- Psychological support to the family and the child
- School as a linking agency between the family and the territory (social environment, free-time activities, etc.)
ANNEX 1

THE RIGHT TO FAMILY LIFE
UNIVERSAL DECLARATION OF HUMAN RIGHTS

PREAMBLE
Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,
Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.
Everyone has the right to life, liberty and security of person.

Article 4.
No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.
Everyone has the right to recognition everywhere as a person before the law.

Article 7.
All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.
Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.
No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.
Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal
Article 11.
(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.
No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.
(1) Everyone has the right to freedom of movement and residence within the borders of each state.
(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.
(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.
(1) Everyone has the right to a nationality.
(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.
(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
(2) Marriage shall be entered into only with the free and full consent of the intending spouses.
(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.
(1) Everyone has the right to own property alone as well as in association with others.
(2) No one shall be arbitrarily deprived of his property.

Article 18.
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching,
practice, worship and observance.

**Article 19.**
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20.**
(1) Everyone has the right to freedom of peaceful assembly and association.
(2) No one may be compelled to belong to an association.

**Article 21.**
(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
(2) Everyone has the right of equal access to public service in his country.
(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22.**
Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23.**
(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
(2) Everyone, without any discrimination, has the right to equal pay for equal work.
(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
(4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.**
Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25.**
(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26.**
(1) Everyone has the right to education. Education shall be free, at least in the elemen-
tary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.
(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.
Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.
(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.
Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

EUROPEAN CONVENTION OF HUMAN RIGHTS (selected articles)

Article 8 – Right to respect for private and family life
1. Everyone has the right to respect for his private and family life, his home and his correspondence.
2. There shall be no interference by a public authority with the exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or
morals, or for the protection of the rights and freedoms of others.

**Article 12 – Right to marry**
Men and women of marriageable age have the right to marry and to found a family, according to the national laws governing the exercise of this right.

**Article 14 – Prohibition of discrimination**
The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION (2010/C 83/02) (selected articles)

**Article 7.**
**Respect for private and family life**
Everyone has the right to respect for his or her private and family life, home and communications.

**Article 9.**
**Right to marry and right to found a family**
The right to marry and the right to found a family shall be guaranteed in accordance with the national laws governing the exercise of these rights.

**Article 20.**
**Equality before the law**
Everyone is equal before the law.

**Article 21.**
**Non-discrimination**
1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.
2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

**Article 22.**
Cultural, religious and linguistic diversity
The Union shall respect cultural, religious and linguistic diversity.

**Article 33.**
Family and professional life
1. The family shall enjoy legal, economic and social protection.
2. To reconcile family and professional life, everyone shall have the right to protection from dismissal for a reason connected with maternity and the right to paid maternity leave and to parental leave following the birth or adoption of a child.

**Article 45.**
Freedom of movement and of residence
1. Every citizen of the Union has the right to move and reside freely within the territory of the Member States.
2. Freedom of movement and residence may be granted, in accordance with the Treaties, to nationals of third countries legally resident in the territory of a Member State.

THE CONSTITUTION OF THE REPUBLIC OF POLAND (selected articles)

**Article 18**
Marriage, being a union of a man and a woman, as well as the family, motherhood and parenthood, shall be placed under the protection and care of the Republic of Poland.

**Article 32**
1. All persons shall be equal before the law. All persons shall have the right to equal treatment by public authorities.
2. No one shall be discriminated against in political, social or economic life for any reason whatsoever.

**Article 33**
1. Men and women shall have equal rights in family, political, social and economic life in the Republic of Poland.
2. Men and women shall have equal rights, in particular, regarding education, employment and promotion, and shall have the right to equal compensation for work of similar value, to social security, to hold offices, and to receive public honours and decorations.

**Article 47**
3. Everyone shall have the right to legal protection of his private and family life, of his honour and good reputation and to make decisions about his personal life.

**Article 52**
1. Freedom of movement as well as the choice of place of residence and sojourn within the territory of the Republic of Poland shall be ensured to everyone.
2. Everyone may freely leave the territory of the Republic of Poland.
3. The freedoms specified in paras. 1 and 2 above may be subject to limitations specified by statute.
4. A Polish citizen may not be expelled from the country nor forbidden to return to it.
5. Anyone whose Polish origin has been confirmed in accordance with statute may settle permanently in Poland.

**Article 71**
1. The State, in its social and economic policy, shall take into account the good of the family. Families, finding themselves in difficult material and social circumstances - particularly those with many children or a single parent - shall have the right to special assistance from public authorities.
2. A mother, before and after birth, shall have the right to special assistance from public authorities, to the extent specified by statute.
ANNEX 2

MARRIAGE REQUIREMENTS

POLAND
Conditions to contract a marriage
- Both spouses to be over 18. (in exceptional situations, with consent of the court, spouses may be younger, but no younger than 16).
- Marriage of opposite sex only allowed.
- Marriage of one man and one woman is only accepted.
- Two adult witnesses required to be present during marriage
- If any of the spouses or witnesses does not speak Polish - sworn translator has to be present during filing documents and during the marriage ceremony

Documents required:
• Valid ID documents of both parties,
• Birth certificates of both parties,
• Documents confirming the legal ability of both to enter marriage issued no earlier than 3 months prior to marriage,
• Sworn translations to Polish language of all documents issued in a foreign language Apostille on documents, if issued abroad.
In case of second marriage:
• Original of divorce decree issued by the court, or
• Original of death certificate of the previous spouse.
• Sworn translation, if the document is issued in a language other than Polish.

The documents necessary for marriage are filed in the civil office at least 31 days prior to the planned ceremony.
According to the law, the marriage can be contracted in form of civil ceremony or religious one (in selected religions, that are formally recognized as churches in Poland).

EGYPT
Conditions to contract a marriage
- Marriage acceptable between a man and a woman
- Minimum age for a man to marry is 21, for a woman - 18. For younger spouses, written consent of parents is necessary (in case the younger party is a foreigner the consent has to be confirmed by a notary abroad and accepted by the Egyptian Ministry of Foreign Affairs).
- Marriage of a muslim women with a non-muslim man is not permitted. Other inter-faith marriages are accepted.
- Polygamy is accepted. A man can have up to four wives. A man and woman can sign a written contract that the man will not marry to more women.
- Two male witnesses have to be participating in preparation of marriage documentation, (alternatively, one woman and two men can be witnesses).
- A pregnant woman cannot contract a marriage – the marriage can be contracted after the birth of the child.
- Marriage of persons related by blood is not accepted. Marriage of cousins is.
- Pre-marriage medical examination is required, at a government hospital.

Documents needed
- Valid ID document of both parties
- Valid visa/permit to stay in Egypt of foreign party,
- Affidavits/Statutory Declarations stating that each party is free to marry (obtained and notarized by the Embassy in home country or by Embassy in Cairo —valid for one month - the capacity of the Embassies to issue those documents changes).
- Statement on the faith of the foreigner contracting marriage, and sworn translation (the Egyptian law only recognizes three religions: Islam, Christianity, Judaism).
- Women of Egyptian origin below 21 have to be accompanied by a father, guardian, legal representative – or present a written consent of such person to file the marriage documents. The consent must be presented in both English and Arabic.
- If a foreign spouse is a man – he has to present a statement from the employer on occupation and income.

The documents issued abroad have to be confirmed by the Egyptian Ministry of Foreign Affairs.

In case of a second marriage:

Woman can remarry after 90 days after termination of her previous marriage, or 130 days after the death of the previous spouse. Additional documents needed:
- Original of divorce decree issued by the court, or
- Original of death certificate of the previous spouse.
- Sworn translation, if the document is issued in a language other than Polish.

The set of documents is delivered to the Ministry of Justice on the day of the wedding ceremony, or a day before. If the documents are in order, the Ministry registers the marriage.

Only the official marriage – a civil ceremony – is considered legal. All other religious ceremonies may accompany the civil one, yet the traditional or religious ceremonies without the civil one are not recognized legally.
DOCUMENTS NEEDED TO LEGALIZE STAY OF FOREIGN SPOUSE IN POLAND

After marriage, a foreign spouse can seek a temporary permit to stay in Poland. To receive such permit, the person has to submit, as attachments to the application:

- Valid ID,
- Copy of an ID document of the Polish spouse,
- Original of marriage certificate (and sworn translation, if the document is issued in another language)
- Confirmation of residency registration (official confirmation that a person resides at a stated place in Poland).

The procedure of legalization is mainly designed to ensure that the marriage is a true relationship, and not a ‘paper marriage’. Thus, as part of the procedure:

- Simultaneous, but separate interviews are conducted with both spouses on their life together (same questions are asked and responses compared),
- The couple is paid an unexpected visit in the place of declared residence,
- Police/border guards conduct interviews with neighbours of the couple, to confirm the parties live together.

The procedure to finalize the legalization lasts for about 3-6 months. During this time the foreign spouse does not have a right to work.
ANNEX 3

CASE STUDIES
(the task is to propose steps to take for the couple to formalize their relationship)
The case studies are genuine situations, in which persons involved in relationships have sought advice of the Polish Migration Forum.

1. A young woman in Poland plans to get married to an Egyptian man. He was already once refused a visa to Poland, they don’t know how to arrange the marriage formalities and where to get married. She is expecting a baby.

2. A couple - woman from Poland and a man from Egypt have met in Egypt, fell in love and plan marriage. They want to marry in Poland. Both of them are divorced.

3. A woman fell in love with an Egyptian man. They plan marriage. She is concerned that he may be in another relationship in Egypt and is afraid that this may be his second marriage (which the man denies).

4. An Egyptian lady plans to formalize relationship with a Polish man, she has met in Egypt. Her family is opposed to this relationship. Can she marry? What steps to take?

5. The couple (she from Poland and he from Egypt) have met in Cyprus. They want to get married. Where is it easiest to marry? Poland, Egypt or Cyprus? They would like to avoid much travel, because neither of them has a lot of money.

6. An Egyptian lady - a student - would like to marry a Polish man in Poland. What steps does she have to do?

7. A Polish woman has met a love of her life in Egypt. They want to marry, but she is waiting for divorce order concerning her previous relationship. What do they have to do to formalize their relationship and where to contract the marriage? Poland or Egypt?
ANNEX 1

THE TURKISH CASE - Impact of remittances on the Turkish economy: some policy examples to promote the development

The impact of remittances can be studied in terms of the monetary and financial markets, investment, the labor market, and the social aspects of development. Remittances traditionally financed part of Turkey’s current account deficit, essentially due to public deficits and the adverse foreign trade balance. They increased Turkey’s volume of international liquidities and helped to enhance its import capacities. But remittances have also had an inflationary effect and have influenced the exchange rate of the Turkish lira, which has suffered numerous devaluations. In this respect, while active policies of attracting foreign currency held by immigrants or encouraging them to transfer their savings (especially by paying high rates of interest on savings accounts in convertible currencies) can increase the volume of remittances, they may also translate into high financial costs and inflationary tensions.

In order to channel remittances towards investment and employment, Turkey has undertaken two main development projects in the late 60’s: “village development co-operatives” and “workers’ joint stock companies”.

The “village development co-operatives” were launched in 1962 and aimed to promote development in rural areas. According to the functioning procedure, the pre-engagement for a migrant worker to participate and finance the development projects in his/her hometown by savings realized abroad, provided him/her a priority place while leaving the country. Between 1965 and 1973, there were about 1,400 cooperatives registered (Yüksel, 1982), but as the main purpose of migrants was to avoid long waiting lists before departure rather than a real development concern, the initiative did not enjoy the expected success.

Later on, many studies (e.g. Yüksel, 1982, Abadan-Unat, 2002) argued that the failure can be attributed to several reasons and not only to workers’ unwilling attitude. Then, factors such as the lack of dynamism from the political and administrative institutions, insufficiency of resources, and shortages in managerial abilities of migrants are also considered.

“Workers’ joint stock companies” are a more developed form of the cooperatives as they seek the promotion of industrialization on a country basis. They also aimed to channel international migrants’ savings towards investment in Turkey and to create new job opportunities in less-developed regions.
In order to be qualified as such a joint stock company two conditions had to be satisfied:
• to be founded by individuals working aboard or by those who have returned to Turkey definitively;
• to be financed by migrants at 50% of the initial capital.

In addition, in case of the new investments, migrants must own the majority of the capital and be active in the management. As regards the investments in an existing organization, migrants must own at least 30% of the capital and also be active in the management.

The first examples of these workers’ company holdings date from the mid 1960s. More than 100 of such companies were active in 1975 but many of them faced up important financial problems.

In order to help them to deal with these issues, the Turkish government created the State Bank for Industry and Migrant Investment (DESIYAB)\textsuperscript{37} in 1976. The bank, which no longer has the same role today, originally identified appropriate areas for local investment, prepared feasibility studies, evaluated projects, assisted in the procedures involved in setting up enterprises. DESIYAB has also offered additional financing in the form of credit or participation in existing firms or start-up, and recruited senior management while at the same time helping to train the members of these enterprises.

At the same period, a bilateral agreement concluded between the Republic of Turkey and the Federal Republic of Germany aimed to “encourage the professional integration in the Turkish economy of immigrants working in Germany”. In this respect, German government partly financed a special fund reserved for workers’ who re-migrate back to Turkey and accept to contribute the investment efforts initiated in the country. The financial incentives offered by the Turkish State Planning Organisation to migrants who agreed to invest in “priority development towns”\textsuperscript{38} should also be mentioned. These measures consisted in financial supports of investment projects started by migrants within these priority areas. However, contributions were very limited and thus did not incite a large amount of investment.

These failures are again attributed to problems both of financing and management (e.g. Güven, 1977; Yüksel, 1982; Tatar et al., 1989; Ersun et al., 1997). Even if these initiatives are often qualified as exemplary for promoting development via remittances (Martin, 1991), the practice showed that there has been a mismatch between the financial resources and workers’ entrepreneurial abilities. In addition, the lack of good governance made the climate inappropriate for the expected success.

\textsuperscript{37} DESIYAB (Devlet Sanayii ve İşçi Yatırım Bankası A.Ş., i.e. State Bank for Industry and Migrant Investment) ceased to exist, following a merger with the Turkish Tourism Bank. It is now the Turkish Development Bank, which does not have the same purpose as the former State Bank for Industry and Migrant Investment.

\textsuperscript{38} Initially these were exclusively the towns of East and South-East Anatolia, namely: Adıyaman, Ağrı, Bingöl, Bitlis, Diyarbakır, Gümüşhane, Hakkari, Kars, Mardin, Muş, Sirt, Tunceli, Van. Subsequently, Amasya, Artvin, Çankırı, Çorum, Elazığ, Erzincan, Erzurum, Kastamonu, Malatya, Kahramanmaraş, Sivas, Sinop, Tokat, Şanlıurfa and Yozgat were defined as “priority development towns.
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