

PARENTING ON THE MOVE

Program for empowerment and promoting
the development of competencies of parents
of children up to 12 years of age, in situations related to
migrations and refugeehood

Workshop moderator's handbook



Save the Children believes every child deserves a future. In North West Balkans and around the world, we work every day to give children a healthy start in life, the opportunity to learn and protection from harm. We do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we share.

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The Balkans Migration and Displacement Hub, working within Save the Children North West Balkans, researches trends in migrations across the Balkans to raise visibility of children on the move and advocate for their needs. The Hub promotes regional exchanges, knowledge management and documentation and dissemination of good practices in programming for girls and boys, refugees and migrants, and their families, to ensure children are better protected and have access to learning.

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Parenting on the Move (PoM) programme package:

PoM Workshop moderator's handbook (English, Serbian)

PoM Program implementation quality assurance - Handbook for trainers and mentor (English, Serbian)

PoM Games and Activities to Go - 31 cards with ideas for exploring, learning, creativity and play for families (in English, Farsi, Arabic, Serbian)

PoM Notes to Go – notebook with key learnings for parents (in English, Farsi, Arabic, Serbian)

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INTRODUCTION

Clarification of terms:

Person on the move is a term that encompasses all people who have left their countries and are on the move.

A refugee is a person who has left their country of origin or residence due to reasonable concern of being persecuted on the grounds of race, religion, nationality, political opinion or association with a certain social group, and is unable or unwilling to return, for the same reasons; according to the Geneva Convention.

Asylum-seeker is a person who has applied for asylum and their status is still pending, and has left their country of origin or residence due to reasonable concern of being persecuted on the grounds of race, religion, nationality, political opinion or association with a certain social group, and is unable or unwilling to return, for the same reasons; according to the UN Convention on the Status of Refugees from 1951.

A migrant is a person traveling across international borders far from their country of origin or residence, regardless of their legal status, whether their movement is voluntary or not, and regardless of what caused it, and how long their stay lasts.

International documents relevant for children and adults on the move¹

Large migrations of people are a global phenomenon with significant political, economic, social and humanitarian consequences. Timely and adequate support is of essential importance for migrants/refugees, and the obligation of neighbouring, transit and destination countries is to provide the necessary support. To improve the mechanisms for the protection of people on the move, General Assembly of the UN adopted the “New York Declaration for Refugees and Migrants” in 2016.

Building on the “Universal Declaration of Human Rights”², it calls for adherence to international law including human rights, refugee rights and humanitarian rights.

The “New York Declaration for Refugees³ and Migrants” is not a legally binding document, its purpose is to standardize and improve the response to the refugee/migrant situation. The declaration invites countries to protect the human rights of all refugees/migrants regardless of their status, to provide them humanitarian aid, living, educational and working conditions, to increase reception and fight xenophobia.

“Convention on the Rights of the Child”⁴ is the key legal instrument defining the protection of children, that serves as the foundation for all other international documents that deal with the protection of children in emergencies, as well as with the procedures for the protection of children within individual countries. Protection of children on the move must be founded on the respect of four key principles of the “Convention on the Rights of the Child”: the right to the protection of the best interest (Article 3), the right to non-discrimination (Article 2), the right to life, survival and development (Article 6) and the right to participation (Article 12). The application of these principles means that all activities regarding children must be guided

1 People on the move is a term that is used to describe migrants, refugees and asylum-seekers. All three terms refer to temporary status. <https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/>

2 “Universal Declaration of Human Rights” was adopted in the General Assembly of the UN on 10 December 1948.

3 This handbook uses gender-neutral language for the purposes of simplification, and it pertains equally to men and women (e.g. mediator, participant, encompassing both male and female mediators and participants, respectively). In addition, the term “child” pertains equally to boys and girls. (In addition, pronouns they/them are used to keep the text gender-neutral, trans. note)

4 “Universal Declaration on the Rights of the Child” was adopted in the General Assembly of the UN on 20 November 1989.

by their best interest and wellbeing. Children must be provided aid regardless of their sex, age, disability, social class, ethnicity, religion, language, political views or sexual orientation. All stakeholders providing support to the children must respect and observe their specificities and provide them with the conditions to develop their capacities. The child's suggestions and opinions must be taken into account and their participation in the decisions and activities that will have a significant effect on their life must be ensured.

"Convention on the Rights of the Child" emphasizes the need for protection from any kind of violence, exploitation and neglect, as well as the right of the child to physical and intellectual development. It underlines the importance of the family for the care of the child and devotes special attention to the needs of children without parental care.

To improve interpretation and effective implementation of the rights of the child, the Committee for the Rights of the Child of the United Nations issued a series of comments, including: General Comment no. 12 on the right of the child to their own opinion (2009), General comment no. 14 on the best interest of the child (2013).

Challenges of parenthood in situations of migrations and refugeehood

Forced to seek legal and economic security and create their new homes half way across the globe, migrants/refugees embark on an arduous, dangerous and uncertain journey. Leaving home is always traumatic for both children and adults, regardless of whether they are fleeing natural disasters, armed conflict, violence, abuse of rights; or seeking a better life.

Circumstances of migration/refugeehood may endanger the safety and affect the physical and psychological wellbeing of the child. Many children have directly experienced traumatic situations, left their familiar surroundings and lost their loved ones. There are increased risks of their separation from their families, of suffering physical and emotional abuse, neglect, sexual abuse, exploitation and undignified treatment. There are grave health and social risks for their growth and development and their rights are being breached on a daily basis. How the child will cope with the challenges, will depend on their personal characteristics such as age, health and general psychological and physical condition, their adaptability and psycho-social resilience. Worries, fear, apprehension, anxiety and/or sorrow may overwhelm a child exposed to stressful situations, exhaust them and jeopardize their health, as the child may not have built the mechanisms necessary for coping with multiple stressors.

The family context and support that the child gets, as well as the situation of migration/refugeehood itself, have a significant impact on how the child copes in their new situation. The child's vulnerability depends on risk and protection factors present, and their mutual interaction.

Even in favourable circumstances, parenthood requires constant engagement, consideration, learning and adjustment. Bearing in mind the numerous unfavourable circumstances that come with migration, raising a child on the move is exceptionally demanding. Migrating families have their beliefs, rules, rituals, interactions, challenges and strengths, just like all other families. The challenges they face, however, are far more complex and difficult: traumas suf-

ferred in the country from which they emigrated and during their journey, isolation, concern for other members of the family and friends, sadness for the loss of loved ones, poverty, lack of possibility to work and care for their family. Leaving behind the life they had built, perhaps forever, they travel and live on a day-to-day basis, uncertain what awaits in the future, not knowing what impact, if any, they can have on their fate.

Parents pass on to their children the culture of the people they belong to, as well as family values and customs. On their journeys, migrants/refugees encounter unfamiliar languages, customs and behavioural norms, different parenting practices, legal regulations (especially regarding human rights and the rights of the child) and educational systems of the countries they pass through. Prepared for parenthood in their native culture, the country of origin or the country they had lived in, they may feel confused and inadequate in a country where their values are not understood or accepted.

Children are curious, open to change, they quickly learn new languages and form new friendships. If they attend a school or a kindergarten, the process of their adjustment to the new surroundings accelerates, which may be additionally frustrating for the adults and provoke them to close their family circle even tighter in their traditional framework.

Environments where migrants and refugees temporarily stay are often not open to or accepting of differences. Policies and practices towards migrants differ between the countries and change, mostly towards a greater encroachment of their rights and withholding of support. Prejudices and stereotypes stemming from unfamiliarity with different cultures and a lack of experience with people from the countries where the refugees/migrants are coming from are highly prevalent among the domicile population. There is also a fear of how their arrival may affect economic trends, change cultural patterns, decrease security and possibly contribute to the spread of terrorism.

Migrant parents attempt to find their way around an unfamiliar environment, facing everyday tasks, overcoming personal stress with no help from distant family or friends, and often without support from their partners. Sometimes the families separate during the journey, which intensifies the concern of the parents for the safety of the children and partner that are not with them, as well as the uncertainty about when they will be together again. Impossibility of ensuring the necessary conditions for the physical, social and emotional development of their children makes refugee/migrant parents feel insecure and perceive themselves as inadequate parents, which burdens them with an additional loss of self-confidence and self-respect.

During transit to their desired destination, they must adapt to different environments and cope with inner conflict between the need for social inclusion and fear of negative effects of the environment on them and their children. They need support in finding the right balance of preserving their tradition and roots, the manner in which they present themselves to others in order to get acquainted with them and the inevitable changes imposed by the life in the new environment.

Parents play the most important and permanent role in the lives of their children and the child's wellbeing is inseparably tied to their wellbeing. Empowered parents can better protect the rights of their children, provide them with security, ensure the best conditions for their learning and development under the circumstances, encourage them to develop their

Empowerment and education of parents provides support for the parents, the children and the entire family.

identity and psychosocial resilience and serve as a good role model for constructive coping. At the same time, dedication to children and focus on their wellbeing is the strongest motivational driver for parents and other adult members of the family, to actively take on challenges and not to give up.

The complex circumstances for migrants and refugees temporarily housed in collective centres affect a wide range of their needs, so coordinated action and cooperation between different institutions and organizations are needed to implement all necessary support measures.

Support for children who find themselves in situations of refugeehood and migration should certainly include psychosocial support to parents and encouragement for the development of parenting skills. These programs need to be integrated into a comprehensive support system for families in situations of refugeehood and migration, which would include provision of living conditions (accommodation, food), healthcare, welfare, security, information on rights, inclusion of children into the educational system etc.

The program "Parenting on the Move" should be an integral part of the system of comprehensive support to families in the situations of refugeehood and migration.

PROGRAM „PARENTING ON THE MOVE“

How the Program was created

The program „Parenting on the Move“ (hereinafter: the Program) was created by the team from CIP - Centre for Interactive Pedagogy⁵, including: Milena Mihajlović, MA psychologist; Angelina Skarep, MA psychologist; Kristina Drini, MA pedagogue; Aleksandra Kalezić Vignjević, MA pedagogue; Snežana Malešev, specialist nurse.

CIP - Centre for Interactive Pedagogy is a professional organization registered in 1998 with a seat in Belgrade, Republic of Serbia. Our vision is to have every child enjoy harmonious development, quality education and active participation in the community. Family, experts, decision-makers and the community create conditions for the wellbeing of children and implementation of their rights and provide them with the necessary support. Our mission is to contribute to the accomplishment of our vision by empowering children, youth and parents, improving the quality, accessibility and fairness of the pre-University education and local services for children and families, advocating the values of a democratic society and connecting individuals and institutions towards joint action. How we work: Analysis and research; participation in design and implementation of educational and other policies concerning children and families; elaboration of programs, handbooks and other resources; education and mentoring for personal and professional empowerment of experts and activists, etc.

With the European Union borders closing for the migrants and refugees from Middle East and Africa in 2016, the Republic of Serbia went from being a “transit” country to being a country where they stay a couple of months or years at a time. A longer stay imposed the need for different forms of support to children and parents accommodated in the collective centres. With the support of international and non-government organizations, the government institutions work on including the children in the mandatory formal education (kindergarten, primary and secondary), in addition to providing basic living needs, extending criminal-legal protection and protection from violence, welfare and healthcare, while creative and educational workshops are organized for children in the centres.

By taking into account the available support programs on one hand, and the needs of the families on the other, it transpired that a program for parents was needed, but missing. This was also confirmed by the findings of the qualitative research “Safe and supporting primary school environment for

⁵ www.cipcentar.org; <https://www.facebook.com/CIPCentar/>

student refugees/asylum-seekers”, which was intended to provide guidelines for educational policy makers, practitioners, donors and other stakeholders in the process of creating a safe and supporting primary school context for student refugees/asylum-seekers.

With its theme and type of activities, the Program responds to the needs that were stated by the parents themselves in the aforementioned research, as well as by the teachers in schools the children attended and activists of associations providing support to the children in collective centres. Research and Program design were implemented within the Project

“Inclusion of children and parents in situations of refugeehood and migration - needs assessment and support to parents”, implemented through the cooperation of Save the Children International in Serbia and the Ministry of education, Science and Technological Development (2017-2018).

The program „Parenting on the Move” was inspired by the “Program for children and families STRONG FROM THE BEGINNING - DAM LEH PHAKA”, which we created with the support of the Early Childhood Program, Open Society Foundations. The purpose of this program was to empower parents and children to improve safety and encouragement in the family environment, enhance care and education, develop the skills of positive parenting and improve the relationship between parents and children, support health, development and education of children, advocate and practice the rights of the child and parental rights. It was implemented in working with about 700 Roma families with children of the pre-school age.⁶

Objectives and principles of the Program

The objective of the Program “Parenting on the Move” is to support families to provide the necessary conditions for wellbeing, resilience and education of children up to 12 years of age, in situations of migration/refugeehood.

The Program provides psychosocial support, education and entertainment; it encourages family cohesion and intercultural exchange.

The Program responds to the needs of the families on the move by:

1. Supporting parents in recognizing and reinforcing personal and family strengths and learning how to manage their stress.

„Psychosocial support may be preventative and curative. It is preventative if it decreases the risk of mental health issues. It is curative if it helps individuals and communities deal with psychosocial problems that may have arisen due to shock and effects of the crisis, to overcome them. These two aspects of psychosocial support contribute to building resilience in facing new crises or other challenging circumstances in life.”⁷

The Program merges these two approaches. It helps empower parents and assists them in overcoming personal stress, so that they can support their children in coping with their own stress. It

⁶ For more information on the program and external evaluation findings, please see www.cipcenter.org

⁷ Psychosocial Interventions. A handbook. IFRC/Reference Centre for Psychosocial Support, 2009.

encourages parents and children to come together and do all they can to make their lives better under difficult circumstances. It helps families work through their experiences, get empowered for a constructive approach to challenges, take action within the real domain of their influence, adjust to change and prepare for what's ahead in the (uncertain) future. Families are supported in overcoming the difficulties of their previous experiences, living the best lives they can under the current circumstances and preparing for future challenges.

"I used to have less self-confidence, now I have come a long way; I used to be sad, now it's much better and I am capable of facing difficulties on my own."

A mother who took part in the Program

2. Encouraging the development of parental competencies to allow them to best respond to their children's needs.

Participation in the Program provides the parents with an opportunity to reconsider their positions and beliefs regarding upbringing and education, to exchange experiences with other parents and learn how upbringing is perceived in other cultures. It encourages them to develop skills and change their behaviours to better understand the rights of the child, respect them and advocate for them; to organize daily routines that provide children with a sense of security, to work on preserving the children's health and safety.

It encourages them to develop skills and change their behaviours to better understand the rights of the child, respect them and advocate for them; to organize daily routines that provide children with a sense of security, to work on preserving the children's health and safety; help the children overcome stress and develop resilience; bring them up without punishment and with a lot of love and warmth, and by setting clear boundaries and rules; support their learning and education.

[The participants] believe that a large part of what they have learned will be useful to them to better understand their children, have a better communication with them and help them in certain situations.

From the External Evaluation Report for the Program
"Parenting on the Move"

3. Supporting parents and children (and other family members) in maintaining and reinforcing their mutual connection and find constructive ways to spend their free time.

The program encourages: comprehension of own needs, feelings and actions and better understanding of others; mutual peer and intergenerational support, within and among families; relaxation and entertainment; satisfaction of interests and expression of talent.

4. Encouraging children and adults to better understand the similarities and differences of cultural patterns of their own and other families, and the environment they are staying in, to respect diversity and value intercultural exchange.

The program is founded on an intercultural approach and some workshops (for families) have specific, concrete activities that encourage getting acquainted with and respecting other cultures.

The principles that the Program is founded on are:

- Respect of the rights of the child and human rights
- Acting in the best interest of children and adults

- Participation of children and parents
- Inclusive and non-discriminatory approach
- Building upon previous experience of the participants and their personal and family strengths
- Respect of individual, familial, cultural, religious and other differences
- Respect for the participants' personal boundaries
- Voluntary participation

Who the Program is for

The Program has been designed for migrant and refugee families with children of up to 12 years of age, with a focus on parents whose children are from 6 to 12 years old.

Bearing in mind that the topics covered by the workshops are universal, the fact that the Program encourages general parental competencies and provides ideas for activities for the whole family, the parents can apply the experience they gain in their activities with children of different ages. This is confirmed by the testimonies of the Program participants expressed in the evaluation, whose children were from one, to eighteen years old. Some topics, especially those that cover psychosocial support, are also interesting to adults without children.

The Program is intended for families accommodated in collective centres, but it can also be applied in other conditions, if it is deemed purposeful, and with necessary adjustments.

Parent motivation for taking part in the Program: love for their children and caring for them will usually make parents ready to try to improve in their role as parents. Migrant parents are additionally aware that they need personal support and assistance to play this role in the best possible way under such irregular circumstances. Daily routines in a reception centre are usually monotonous, and the lack of funds and opportunities for going out limit the possibilities for educational, entertaining, cultural, sports and other activities.

Participants of both (focus) groups emphasized, as their motivation for taking part, the content of the program, their desire to learn something new, and also the opportunity to come out of their rooms, to socialize, meet new friends, talk, share their experiences, have coffee, laugh and, in some way, feel at home.

From the External Program Evaluation.
“Parenting on the Move”

Program structure

The Program has three components: parent workshops and family workshops, led by trained moderators, and materials for activities that parents and children can engage in, in a family setting.

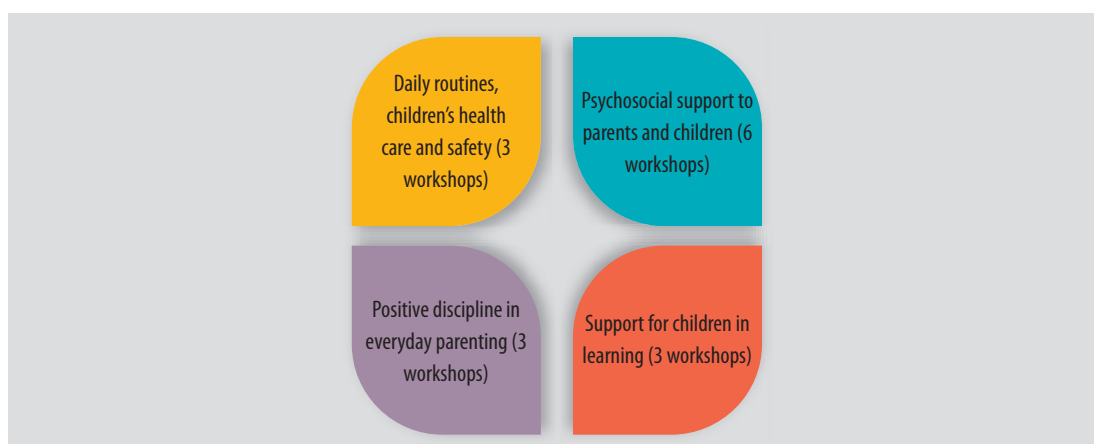


WORKSHOPS

Parent workshops are the central component of the Program. They are intended for parents, but can include other adult caretakers, especially in situations where parents and children are separated.

The purpose of these workshops is to empower parents and teach them to manage their stress; to recognize and reinforce their own and their family's strengths; to develop competencies to best respond to their children's needs.

Topics and content for parent workshops were selected according to the needs of families on the move, recognized by parents and experts within the performed research. Workshop objective defines its meaning, purpose of its implementation and its place within the thematic field and the entire program package. Each workshop is dedicated to certain knowledge, beliefs and behaviours that we wish to encourage.



Three thematic fields comprise three, and one field comprises six workshop scenarios. It is recommended that the sequence of the workshops within thematic fields be respected, as they build one upon the other, especially within the second and third units: psychosocial support to parents and children and application of positive discipline in everyday parenting.

Appendices for moderators: there are 7 PowerPoint presentations for parent workshops. If they are unable to display them, the moderators can write the text on posters.

The list of PowerPoint presentations:

- Workshop R1: PPT Program Parenting on the Move
- Workshop R8: PPT Psychosocial wellbeing and resilience of the child
- Workshop R9: PPT Antistress strategies
- Workshop R10: PPT Stress in children
- Workshop R11: PPT Positive discipline
- Workshop R12: PPT Short-term and long-term objectives of upbringing
- Workshop R13: PPT Why punishment is not acceptable; PPT Rules of behaviour.

In line with the interests and needs of the participants, certain workshops may be repeated, e.g. if the parents find the topic interesting and want to spend more time on it, if they haven't had enough opportunity to discuss or wish to see it from another angle. The workshop may be repeated using the entire scenario or certain activities, or it can be supplemented with some new relevant activities.






Family workshops

Family workshops are intended for parents and other adult family members, and children. The program contains nine scenarios for joint workshops for children and adults. Their goal is to encourage constructive and creative ways to spend time and bond within the family, as well as among families. In addition to their entertaining, recreational and creative character, the activities within family workshops also encourage learning and intercultural exchange. They provide an opportunity for families of different ethnic, national, religious and educational status to exchange, get to know each other and connect. Aside from creating an opportunity for parents and children to spend some constructive and fun time together, in an organized way, they also serve as a source of ideas for family activities.

By facilitating family workshops, moderators have a chance to model the parents' behaviour, to show, by example, how to organize games and activities with children, create learning opportunities, direct exchange, encourage children's participation, communicate and solve problems.

Workshop structure is simple, with few activities. We assume that they will be applied in groups where participants speak different languages, so interpretation will be needed. Since there could be one or several working languages at the workshop, activities that have simple instructions and are not too demanding were selected.

Workshop scenarios include introduction, activities with a closing message and a game at the end.

	At the beginning, the moderator announces the topic and goal of the workshop and provides the necessary introductory remarks. Based on the guidelines in the scenarios, the moderator can adjust the introduction to the group they are working with.
	The central part of the workshop comprises one or more activities. Parents work individually, in small groups, preparing and presenting their work, and exchange in the big group. The moderator supports discussion, offers ideas, expands on the topic by building on the knowledge and experience of the participants.
	The moderator sums up the activity by giving one or several messages to the parents, that encourage them to contemplate and apply the insights and knowledge they gained. They are encouraged to exchange their experiences with children and other household members and organize similar activities with them (when appropriate).
	The proposal for one or several games for relaxation, of which some are related to the workshop topic, while others are only aimed at getting the participants to relax and bond. The moderator may use other similar games, instead of the proposed game, if they think it would be good for the group.
	Evaluation: At the end of the workshop, participants can evaluate it in the agreed way (an evaluation form proposal is provided herein). Agreements: The moderator should announce the next workshop and agree with the parents on the scheduling. At the very end of the workshop, the moderator will greet the participants and thank them for their participation.

For every workshop, there is an appropriate list of the necessary **supplies**.

Equipment is listed for workshops where PowerPoint presentations are planned.

Bearing in mind that the topics are delicate, each scenario also points out possible **risk spots**. Certain possible challenges are listed, that can be overcome by good preparation, monitoring and professional facilitation of the processes in the group. Based on their knowledge of the participants, the moderator may foresee some other risk points and prepare accordingly.

Appendices for moderators follow the scenario and include PowerPoint presentations and other materials needed for the workshop.

Appendices for participants are listed for certain workshops.

ACTIVITIES IN THE FAMILY SETTING

The intention of the Program is to encourage parents to contemplate, plan for the long-term and purposefully change their response to everyday challenges, looking to each other, and to others, for support.

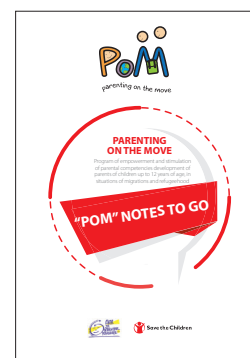
We want the parents to understand and practice, and thus serve as a positive role model for their children, on how to: care for their health; engage in activities that relax, fulfil and inspire them; endeavour to see the beauty in every setting; be open to others, socialize, make new friends; cherish their roots, get to know other cultures, enjoy the time they spend together.

To encourage parents to apply ideas, knowledge and skills acquired at the workshops, we have also prepared materials for the families, that they will get in printed format at the beginning of Program implementation.

The notebook and the cards are available in Serbian, English, Arabic and Pashto. If needed, they can be translated into other languages, too.

“POM NOTES TO GO” - a notebook for notes from the workshops - the notebook accompanies the topics of the parent and family workshops, sums up the most important ideas and recommendations from each of them and has space available for the parents to enter their notes.

The notebook is small in format, easy to take away as a memento of the participation in the Program and a reminder for the parents to apply the newly gained knowledge, to create new knowledge and thus improve their everyday parental practices.



„POM GAMES TO GO“- 31 card with games and activities for every day

The cards offer parents and children ideas for socializing, playing games, entertainment and learning. The set contains 31 cards with activities that relate to one of the three thematic units: learning, creativity, socialisation and recreation.

A parent or child can draw one card each day, referring them to the type of activity that will set the tone of the day. The family



members are expected to come up with contents and specific activities, together, in line with the topic on the card.

This approach was selected to accommodate the needs of the families who are on the move, who can take these small cards and use them as many times as they like, as they offer ideas and not specific activities. The objective is to encourage the families to come up with and engage in fun, educational, sporting and other activities, and to make them their daily routine.

Program package

The program package has three parts:

- Moderator's handbook with workshop program
- Material for the families: "POM NOTED TO GO" and "POM GAMES TO GO",
- Handbook for trainers and mentors.

Handbook for trainers and mentors

Handbook for trainers and mentors was elaborated to maintain the quality of the trainings and mentor support for Program moderators, and has two parts:

II Moderator training:

This part contains notes for trainers on objectives, principles, organisation and management of the training. Scenarios for two trainings were elaborated - the first, three-day basic seminar to be implemented prior to the beginning of Program implementation and the second, follow-up which will take place two months into the implementation and will take the form of both training and exchange of experience and peer learning.

II Program quality assurance:

This part contains suggestions to the mentors intended to ensure the quality of Program implementation with the goal of achieving its objectives and its desired effects. In addition to the recommendations for managing the moderator support process, it also offers templates for field visit reports and online consultation reports.

Program moderators

The Program can be implemented by moderators (activists, experts, students...) trained for its implementation. The moderators need to have the knowledge of the Program's thematic fields, experience in facilitating group work with adults and group work with adults and children together, they need to have empathy and developed communication skills.

Work with families from different cultural backgrounds requires understanding and respecting differences, valuing interculturality and non-discriminatory behaviour. Workshops are simple in structure, but demanding due to their topics that may be provocative for the participants, communication in several languages and interactions in a culturally mixed group.

Moderators do not have to be experts in psychosocial support - psychologists, psychiatrists, psychotherapists, they need to be sensitive, empathetic, good listeners, deliberate, to believe in intercultural values and promote them, to be open for learning and good at teamwork.

It is recommended that each workshop be moderated by a pair of moderators. If the group is mixed, it is preferable that the pair of moderators consists of a man and a woman. If the participants are only mothers, or only fathers, it is preferable that only women, or only men, respectively, work with them. Just like for all other aspects of Program implementation, it is best if you check with the participants to see their point of view.

The language barrier sometimes made the communication harder, required more time and simplification of instructions and discussions. This did not have a major impact on the motivation and activity of the participants, so we can conclude that the language barrier did not prevent the accomplishment of workshop objectives.

From the External Program Evaluation Report for
"Parenting on the Move"

Ethical principles

In working with all children and parents, and especially with members of vulnerable groups, it is necessary to apply ethical principles consistently.

Prior to the beginning of Program implementation, written consent of the parents/caretakers needs to be obtained for their participation and the participation of their under-aged children, in a language that the parents understand. The consent must be based on an accurate and comprehensive presentation of the Program - its goal, principles, methods of work, topics and content, benefits that the children and adults may derive from it. Parents/caretakers must know that they can always give their opinion on any programming or organisational aspect during their participation in the program, that they can ask for modifications or leave the Program if they wish, with no consequences.

It is necessary to ensure the protection of all personal data on individuals and families, the manner in which these are collected, stored, processed and presented must be in line with legal regulations and they must be informed of this matter.

The goal of the workshops is to stimulate contemplation among the participants, while they will decide on the level of exchange themselves, based on their needs and abilities. Participation is voluntary and everyone is entitled to maintain their privacy.

Program evaluation

The program was piloted with 27 families which were accommodated in the Reception Centre in Vranje and Asylum Centre in Bogovađa in the period March - June 2019. The Program was implemented by moderators and cultural mediators from the organisations Centre for Youth Integration and Group 484. Experience in working with migrant families and dedication to their wellbeing contributed to a high-quality implementation of the Program.

Program evaluation: Data was collected in focus groups with parents and moderators, by reviewing moderator reports and by interviews with the CIP - Centre for Interactive

Pedagogy team which created the program, implemented moderator training, provided mentoring support and coordinated the piloting. Fourteen mothers, five moderators and a cultural mediator from the centres in Vranje and Bogovađa participated in the evaluation.

Some of the statements of mothers who participated in focus groups:

“We learned how to love our families, what to do when a child has a problem, how to get the children into schools, how to be flexible and live better lives in the camp, with other cultures. We have a lot of free time, it is important for us to be together, to talk, to become friends.”

“I learned not to beat my son and not to bring him up on the old way, like everyone used to. I used to think, if the child made a mistake, you had to beat them so they don't repeat it. Now I've learned it is not quite like that.”

“We learned to see things from another angle, if we are having a hard time, that we should not complain and that we are able to solve the problem ourselves.”

“I used to have less self-confidence, now I have come a long way; I used to be sad, now it's much better and I am capable of facing difficulties on my own”.

Piloting and evaluation of the Program were implemented as part of the Project “Empowering parents at the time of migrations” through implementation of a comprehensive program package “Parenting on the Move”, which was implemented by CIP - Centre for Interactive Pedagogy and Save the Children International for North-West Balkans, Office in Serbia, as partners.

Based on moderator reports, parent statements and evaluation findings, the Program and the handbooks were improved, so we would like to thank everyone involved.

The topics talked about and processed at the workshop are important to mothers, so even after the workshops end, they talk about what happened in the workshops, most often with their husbands and friends, and sometimes they repeat some of the activities with their families.” In some cases, acquaintances made at the workshops grew into true friendships.

From the External Program Evaluation Report for
“Parenting on the Move”

RECOMMENDATIONS FOR PROGRAM IMPLEMENTATION

Participants

An optimal parent group contains **eight to twelve participants**. Family workshops can have more participants, with the inclusion of other family members as well as children of kindergarten, primary and secondary school age (the size of the group is limited by the space available). If there is a great interest, workshops with the same topics can be organized several times for different families.

Parent workshops are intended only for adults, the presence of children is not preferable, so that the parents can have the conditions for unhindered work. Workshops should be organized at a time when children are away on their regular activities, or a space for play and socialization should be provided for the children, under adult supervision.

At the beginning and during Program implementation, if a child is insisting on not being separated from their parent, respect this need. Organize a space for the children, prepare toys, colouring pencils, paper, in line with the age of the children, so they can keep themselves entertained while their parents take part in the workshops. Introduce a rule that the participation of children is only accepted in exceptional circumstances and that it must be pre-announced, but be flexible and prepared that children will enter, interrupt the workshop and wish to be with their mothers/fathers (especially younger children).

Forming groups: During the preparation for Program implementation, the moderator will inform the parents and agree with all interested parties on whether the group will be organized only for mothers (women), or if it will be mixed. All workshops can be implemented separately for women and separately for men, if the participants so desire. It is important that the participants be informed in advance and have the option to make their choice, which will be respected.

Process facilitation

Facilitation is a process which activates the knowledge, experience and skills of every individual participant and fosters cooperation on the path to achieving a common goal.

The moderator should get acquainted with the parents and keep up with group dynamics to find the best way to accomplish the set goals. This pertains, first and foremost, to adjusting activities and games, the methods of work, instructions, terminology, activity duration and other elements to the particular participants.

The moderator should steer the workshop in line with its objective and use the scenario to the maximum extent possible. Workshop scenarios are defined, but they can be adapted to each concrete group based on the number and needs of the participants, as well as working conditions. Scenario modifications can pertain to skipping certain activities or adding new ones, but it is important that all modifications are guided and harmonized with the desired objective and that they are noted in the documentation.

For each specific group, certain **adjustments** will be needed, such as the number and structure of participants (e.g. if the participants are only women/men, or mixed, whether they are of a similar age, educational level, language they use, the age of their children etc.), conditions of work, whether interpretation is available etc. If the group is less homogeneous, the adjustments will usually have to be more extensive, e.g. harmonizing the work in several languages, providing examples for the positive discipline implementation for a larger age range, adjusting games etc.

We didn't want to make special versions of the Program for the parents of children of different ages. The moderators will attempt to organize the groups with participants whose children are of a similar age, and if this is impossible, they will emphasize general insights, strategies, ideas and invite parents to contemplate at the workshop (and later by themselves and other adults) on how this could be applied to children of a kindergarten, primary or secondary school age.

Program implementation should be harmonized with the participants' needs, and the moderators are the ones best able to adapt it, based on their observations and parents' feedback. Constant self-evaluation is needed, as well as honest conversation with the other moderator or colleagues from the centre, as well as openness for the participants to be truly, and not just formally, heard.

The recommendation is to make the adjustments based on actual insights during Program implementation in practice, so that the moderators do not fall into the trap of being steered by prejudice and stereotypes of certain individuals or groups of participants. It is best to keep checking with the participants on what suits them and what they need.

The Program is not aimed at imposing **values** not in line with the cultures from which the participants originate, but it is based on the Convention on the Rights of the Child and the Universal Declaration on Human Rights, and this is the line that shall not be abandoned.

Tell me and I will forget; Educate me and I will remember; Include me and I will learn.

Benjamin Franklin

What I hear, I forget. What I see, I remember. What I do, I understand.
K'ung

Fu Tzu - Confucius

Role of interpreter and cultural mediator

If the moderator does not speak one or several languages used by the participants, the role of an interpreter becomes the key for Program implementation. It is preferred that the

interpreter be a trusted person who will ensure Program implementation in line with the scenario and respect the principle of confidentiality, that what happens in the group among the participants, stays there.

Interpreters can be cultural mediators working in the centre, who may assist the moderators during workshop preparation and implementation with their knowledge of cultural patterns of the participants. The interpreter should be acquainted with the Program in advance and should agree with the moderator on their participation in every workshop. The role of the interpreter should be clarified in writing (ToR, contract) and presented to the parents at the introductory workshop.

If the interpreter comes from the same background as some of the participants, they may establish a better connection with them than with other participants. Parents will occasionally want to share something with the interpreter, but not with the other participants and the moderator. It is necessary to clarify when the interpreter interprets, and when they communicate with the participants about matters they do not want interpreted for the group.

It is natural that common language and background bring people together when they are far from home, but it is important to make sure that this does not cause negative reactions from other participants. It is very important to ensure equal participation of all, so it must be ensured that the participants for whose language interpretation is not provided can take active part. Parents could also take on the role of an intermediary between the moderator and the participants, as well as among participants themselves and their knowledge of language should be used.

Preparation activities

Before starting Program implementation, the bodies competent for the activities in collective centres should be notified in detail and all necessary permits obtained. The agreement should include all relevant questions regarding the participants, scheduling, space, equipment, moderators, financing etc.

Schedule an informative meeting with the parents - potential participants, at a time suitable for them, in line with their other obligations. Present the Program, clarify what is expected of them, what your role is, what the objectives are and the method of work and invite the parents to take part. Explain the principle of voluntariness and get their written consent for their participation, and participation of their children. Written consent must be in a language that the parent speaks and should comprise a short and accurate description and duration of the Program.

It is expected that the moderators shall prepare for Program implementation thoroughly, including getting acquainted with the topics covered, mastering the scenarios, considering the recommendations for implementation etc. Moderators should get acquainted with the potential participants, countries they are coming from, languages they speak, basic elements of culture etc.

The moderators should estimate their capacities - some need more professional development regarding the topics, others need more information on the families, while some may need facilitation skills etc.

If they do not know each other and have not worked together before, the moderators should meet and agree on their roles.

Schedule, duration and dynamics of Program implementation

Estimated Program duration is about 4 months, with one parent workshop held every week. Depending on the needs, two or more workshops can be held every week (especially if the participants have announced that they will be continuing their journey and they wish to go through the entire Program). Family workshops are organized in line with the dynamics agreed with the participants. Activities in the family setting take place in parallel, with the goal of becoming a part of everyday routines and continuing after the Program is completed.

It is preferred to have a permanent schedule for the workshops, which fits into the rhythm of life in the collective centre, other programs on offer, opportunities for using the space and number and interest of the participants.

The envisaged duration of parent and family workshops is 45 to 60 minutes, and they can be made longer or shorter as need arises.

Ask the participants to attend regularly and be punctual, and to announce their absence from a workshop if they know in advance they will not be able to make it.

Remind/visit the participants before the start of the workshop and remind them of the agreed timing. If the participants are not showing up to the workshops, check with them to see why and try to find a solution together (e.g. if it is necessary, agree on new workshop schedule).

Space and supplies for work

The space should be of adequate size for the envisaged number of participants, comfortable, clean, warm/cool, it should have desks, chairs and sufficient space to move. Organize the space as best as you can in the given conditions, and do not forget that the method of work and the content are far more important than the space.

Each workshop lists the needed supplies, which are not demanding and usually encompass pencils for writing and drawing, papers, workshop materials (glue, scissors etc.)

It is best if the participants are provided with notebooks/notepads and pencils they will use at the workshops.

No special equipment has been envisaged to ensure the implementation of the Program even in the most modest conditions. If there is such an opportunity, use the projector and laptop to show PowerPoint presentations planned for the workshops. Instead of the presentations, you can prepare posters on chart papers (with the help of the interpreter). Posters may contain drawings and symbols that help the participants understand the content in the best way possible.

If there is such an opportunity, provide **refreshments** for the workshops (water, tea, coffee, biscuits).

Possible challenges in Program implementation and how to overcome them

There may be, especially at the start, some **mistrust** in the moderator coming from a different cultural background. Ethnic, religious, linguistic and national diversity of participants may also limit exchange. Having these factors in mind, it is important to encourage parent participation, but also to respect the **boundaries** they set. The participants shall decide to what extent and how they will share their thoughts and experiences.

Mistrust of moderators can affect the parents' decision to get involved or not, and later it can affect the course of the workshop and cooperation. Don't take reserve personally, it is the consequence of negative experiences and insecurity regarding unfamiliar people, especially if they come from a different culture.

Parents and children can also be wary of other participants as they come from countries and cultures unfamiliar to them. Sometimes their countries of origin or residence were at war, or have some other historical ballast that make it more difficult to establish communication and cooperation.

If the families find it harder to participate in family workshops at the beginning due to their reservations to other participants, propose to organize workshops for three or four families to get them to bond and foster cooperation, then expand the group later.

The Program deals with sensitive issues as it responds to the needs of people who have been through trauma and helps them lower stress, increase their self-respect, develop resilience and preserve hope. Hence it is understood that the moderator must be sensitive in their work with the group, and at the same time form an individualized approach to each participant and family, in line with their needs.

If the moderator suspects that the trauma of one of the participants is too great for them to cope with on their own, they should share this with them and refer them to the appropriate experts, in the way defined in the procedures of the collective accommodation, i.e. in agreement with the competent institutions.

- Help the parents gain trust in your honest motivation.
- Show them with words and deeds that you respect them and appreciate what they know and are capable of.
- Try to put yourself in their position and understand their problems.
- Be patient, try things out and create the best forms of communication and cooperation together.
- Share with the participants your experiences, thoughts and feelings. This sharing should be brief, deliberate, appropriate to the situation and encouraging.

Group work encourages cooperation among the parents. Ensure that the participants can understand each other. Fun activities and games used in the workshops help the participants relax and bond.

Documenting Program implementation

We recommend regular and detailed maintenance of records on Program implementation. **Documentation** may include attendance lists for each workshop (ensure that data privacy is respected), moderator's report on the delivery of individual workshops (a report template is attached hereto), periodic reports (e.g. at a monthly level) or a report for the entire Program.

It is preferable to have a folder for **each family's portfolio**. Collect the work of the participants into their family's portfolio and hand them over to them if they can take it after the Program ends, or have them take it with them if they are continuing their journey while the Program is still ongoing. The moderators or participants themselves can photograph the work using mobile phones, exchange them in digital format and keep them on an online platform (e.g. a cloud).

An important aspect of documenting the work is the **photographs and videos** of activities and exchange at the workshops. Make sure you obtain written consent from the parents for the filming and use of photo and video materials.

Internal and external Program evaluation

The participants can evaluate every workshop; agree with them at the beginning whether this will be in an oral or written form, and in which way. Appended hereto is an evaluation list template for participants that we used. If you wish, you may prepare a template for the evaluation of the entire Program.

Moderators should assess to what extent the objectives of each workshop have been achieved based on the participants' comments and their own report, and review their own work with the aim of improving it. Workshop evaluation should provide guidelines for the necessary adjustments of the scenario, changes in the methodology of work or other modifications, to better respond to the needs and expectations of the participants.




External evaluation of the effects is always welcome, experts for MEL (monitoring, evaluation and learning) will define the draft and the instrument in line with the needs of the contracting party.




WORKSHOP SCENARIOS

Parent workshops

Workshop R1: INTRODUCTORY WORKSHOP

The objective of the workshop is to get the moderators and parents acquainted, have them establish mutual understanding of their participation in the Program and adopt rules of procedure.

	<p>Greet the participants and introduce yourself briefly (name, profession). Present the Program: objective, type of activity, parent workshops and family workshops. Use a poster or PPT Program Parenting on the Move. Check with the participants if they have any questions.</p>
	<p>MY FAMILY</p> <ul style="list-style-type: none"> • Distribute papers and pens to the participants. Each parent should write their name and the names of their family members and/or draw them. • When they are done, stick all the drawings to a large paper (flip chart/packing paper) or wall. As this poster represents the group, it would be good - if possible - if it were to stay in the workshop space till the end of the Program. <p>OUR BUILDING</p> <ul style="list-style-type: none"> • Distribute working supplies to the participants. The task is for them to build a construction out of the provided material, which should be tall and stable (if there are many participants, they can be split into two groups but emphasize that it is not a competition). • The group presents their work. They comment on how they felt while they were working, how they agreed on what to do, how they communicated. Ask them: "What were the important factors for you to succeed in this task?" <p>OUR RULES</p> <ul style="list-style-type: none"> • Ask the participants how they wish to work in the workshops, assist them in formulating principles such as respect, cooperation, exchange, support, learning through fun, creative expression... • Define the code of conduct for the workshops together with the participants, write the rules on a poster (or draw symbols) and hang them on a wall where they are visible.
	<p>Make a connection between the principles of work and the rules of procedure, they are there to make sure that everyone feels good and equal and can participate actively.</p>

	<p>MATERIALS FOR WORKING AT HOME</p> <p>Distribute the material packages to the families. Explain to them how to use the notebook and idea cards with activities for every day. Ask the parents to tell the members of their family about the Program and the cards. Encourage them to use cards, so they can share their own and impressions of their families at the next workshop.</p>
	<p>I AM GLAD...</p> <p>Ask the participants to stand in a circle and greet the person on their left, in a manner they choose, and to say: I am glad we are together in this group because...</p> <p>I LOVE...</p> <p>Invite the participants to stand in a circle. Explain the rules of the game - one person says something about themselves (e.g. "" My favourite colour is green"... etc.) and all who agree should take a step forward; then the next person shares, and the process continues until everyone has had their turn.</p>
	<p>Evaluation.</p> <p>Agreements.</p>

Risk points

If the participants don't know each other and if they don't know the moderators, it will take time for them to get acquainted and to relax, to gain trust. Encourage each participant to be active, but respect their boundaries and give yourself time to get to know them better.

Working supplies

A4 paper and chart paper
 Writing and drawing pencils and pens
 Glue, scissors
 Straws, plastic glasses, cardboard plates, sellotape

Equipment

Laptop, speakers, projector

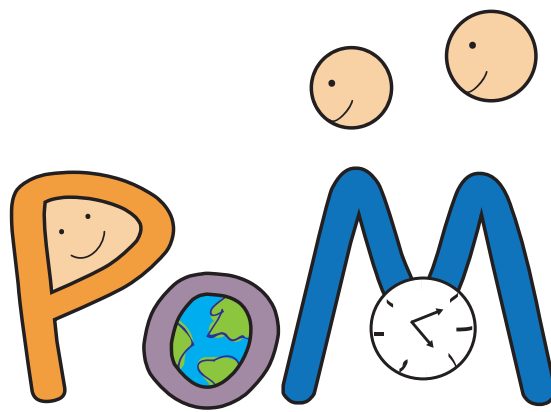
Working supplies for moderators

Poster or PPT Program *Parenting on the Move*

Working supplies for participants






Material for the families - POM notebooks and cards
 Evaluation lists

DAILY ROUTINES, HEALTH CARE AND SAFETY



Workshop R2: FAMILY HOUR: SETTING UP DAILY ROUTINES

The objective of the workshop is for parents to understand the significance of setting up daily routines, especially in ever-changing living circumstances.

	Start the workshop by recognizing the issue that the families encounter on their journey - each camp/centre they stay in has its own rules and schedule of daily activities that they must adapt to. Tell them that the topic of this workshop is how to set up a daily activities schedule in the changing living circumstances, which would suit both children and adults.
	<p>MY FAMILY'S FAMILY HOUR</p> <ul style="list-style-type: none"> • Ask the parents to make a poster for their family, marking the fields for parts of the day: morning, noon, afternoon and evening. Tell them to think about their family routines - their own and the activities of their children that take place every day. To write, draw or represent by a symbol the activities they perform at a certain time of day, and to enter the time of the activities. • Ask for volunteers among the parents who will present their posters to the group. • Discuss activities they haven't planned for - whether they have forgotten them or do not have them in their schedule - e.g. time for themselves. Why this is necessary, how to get organized and how to ensure they catch a break and relax a little.
	<p>Emphasize that the routines make life simpler and fill out the day. Once established, a daily rhythm helps the children adjust faster, provides them with security and helps bring harmony to the family. Established routines help children understand the meaning of time, organize activities and obligations they have. Of course, sometimes it is necessary to change the order or time of the activities, to introduce new ones, the schedule may be flexible...</p> <p>Encourage participants to take their family hour home with them and to check, together with their family members, their daily schedule of activities, add to it, decorate it and hang it in their rooms...</p>
	<p>MY FAVOURITE DAILY ACTIVITY</p> <p>Everyone stands in a circle, imagines their favourite daily activity and tries to present it non-verbally, using only mime and sounds, to the remainder of the group, which tries to guess what it is.</p>
	<p>Evaluation. Agreements.</p>

Risk points:

Participants may resist the idea that a daily rhythm may be established under the given circumstances. Encourage them to make a plan and try to adhere to it with their family members by the next workshop, when they will share their impressions.

Working supplies:

Paper

Writing and drawing pencils and pens




Appendices for moderators



Proposals for additional activities for the plans:

- Meals
- Chores - laundry, cleaning, grocery shopping, cooking...
- Personal hygiene, limited to brushing teeth and washing one's face
- Going to, and coming back from school
- Children's play time in the camp's play space
- Studying time for school-aged children
- Children's playtime, socialization with siblings and peers
- Adult free time for rest, socialization and entertainment
- Common activities, socializing with other families
- Bedtime for children and adults

Workshop R3: HEALTH CARE AND SAFETY OF CHILDREN

Objective of the workshop is for parents to improve their knowledge on health care and safety of children.

	<p>Start the workshop by reminding the parents that journeys come with certain risks for the safety and health of the entire family, especially children. We cannot affect some risk factors, but it is very important to focus on what we can do, which will be discussed at this workshop.</p>
	<p>HOW WE CARE FOR THE HEALTH AND SAFETY OF OUR CHILDREN</p> <ul style="list-style-type: none"> • Split the parents into two groups. One group has the task of listing all the aspects of children's health they are taking care of, and how. The other group has the task of listing all the aspects of children's safety they are taking care of, and how. They can write it down, draw it... • Both groups present their work. • Open the discussion in line with what the participants are interested in, e.g. children's health care (personal hygiene, nutrition, sleep, physical activities, spending time outdoors, protection from tobacco smoke, prevention of infections...); safety (movement in the camp, participating in traffic, handling dangerous items and materials, use of internet, addictions (alcohol, narcotics, gambling), trafficking, protection of personal data...).
	<p>Emphasize that health does not mean the absence of illness. That it is equally important to take care of mental and physical health. That there will be more information on mental health in the upcoming workshops.</p> <p>It is important that the parents be well informed and keep up with new technologies (safe use of internet).</p> <p>Emphasize how important it is for them to keep up with everything that's going on in the child's life, where they spend their time and how, who they are socializing with... Also, emphasize that children need freedom and that they should show them they trust them, but at the same time, that they must be mindful of the many challenges they will encounter along their way or in collective accommodations.</p> <p>It is important for them to get informed about the safety issues in each country and accommodations, on their rights and on who to contact if they need assistance.</p>

	<p>SENDING THE MOVEMENT AROUND</p> <p>Choose the person to start the game, by making a movement/gesture; the person on their left repeats it, then the person on their left... The movement travels in a circle until it reaches the person who started it, who then demonstrates another movement. The movement is “sent” to the person on the left and “received” from the person on the right. Each person continues with the movement until a new movement comes from the person on their right. Acceleration of the game increases the fun.</p>
	<p>Evaluation. Agreements.</p>

Risk points:





Parents should not be additionally intimidated or unsettled by contemplating all the possible hazards threatening them or the children. Always bring them back to what they can do, to the personal impact zone and the importance of closeness and good communication with their children.

Working supplies:

- Paper
- Writing and drawing pencils and pens

Workshop R4: PROVIDING FIRST AID TO A CHILD IN CASE OF SYMPTOMS OF ILLNESS OR INJURY

The objective of the workshop is to inform the parents on how to provide first aid to a child in case of symptoms of illness or injury, before seeing a doctor.

	<p>Start the workshop by reminding the parents that children can show symptoms of illness and injury suddenly, and that doctors, medications or first aid kits are not always on hand. What to do in such situations? What can help?</p>
	<p>HOW WE PROVIDE FIRST AID</p> <ul style="list-style-type: none"> • Split the parents into three groups. Ask them to discuss and make plans for the procedures and means that were efficient in the given situations (the situations are described on the next page). • Each group presents their poster. • Encourage other participants to comment on the presentation of each group. • Read the advice of medical staff for all three situations (provided herein). <p>At all times support parents to present their experience. Steer the conversation towards the line of thought that a person's body can be helped by adapting nutrition, clothing, hygiene to overcome the current condition or prevent the worsening of symptoms.</p>
	<p>Emphasize that it is best, whenever possible, to seek medical advice from a qualified professional - nurse or doctor.</p>
	<p>TOSS THE MESSAGE</p> <p>Everyone stands in a circle. The moderator starts the game by throwing a ball or a clump of wool, or an imaginary ball, to a person with a positive/encouraging message. The person then throws the ball to another person, also with a message. The game continues till everyone's had at least one go.</p>



Evaluation. Agreements.

Risk points:

Parents may present proposals that are not medically acceptable. As the workshop is moderated by a person who is not a medical professional, you should not engage in discussion. Stick to the advice provided herein.

Allow other parents to make their comments to the proposals. To act preventively, invite a doctor or nurse to take part in the workshop. Ask if any of the parents is perhaps a healthcare worker, invite them to support you. Encourage parents to get their information from experts, from the internet, books etc.

One of the participants may share a distressing story of their own, or the injury of one of their family members, which may affect the further course of the workshop and elicit emotional responses from the participants, including the speaker. Show compassion, leave enough time and space for the participants to express their feelings. You may check with the participants if they would like to take a break, or whether you should provide water, or tissues etc.

Working supplies:

- Paper
- Writing and drawing pencils and pens
- Ball/clump of wool

Appendices for moderators:

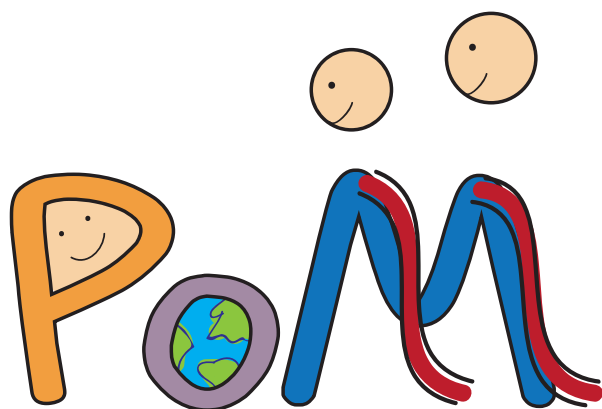
GROUP TASKS:

1. The first group will present their experience on reducing fever without medication. What methods, what means did they use?
2. The second group will describe how they were able to help their children with vomiting and diarrhoea. What did they have them drink, eat, at what intervals? How did they protect the other family members from infection?
3. The third group will describe how to behave if the child gets a burn, and how to behave if the child has a cut.

TO EMPHASIZE THE DESIRED MESSAGE TO PARENTS, WHEN THE DISCUSSION IS OVER AFTER EACH GROUP'S PRESENTATION, READ THE ADVICE FOR ALL THREE SITUATIONS:




1. For fever, it is important to remove excess clothes from the child, wash their face with lukewarm water, shower them and offer fluids.
2. After vomiting and diarrhoea, wait for half an hour and start giving the child one sip of fluids every five minutes. Do not insist on food. Offer small meals, of only a few mouthfuls. Increase supervision of hand-washing practices of the entire family.
3. A burn should be cooled off by cold water. It should be covered with a clean gauze or cloth. A cut is covered with a clean gauze or cloth, applying pressure to stop the bleeding.



PSYCHOSOCIAL SUPPORT FOR PARENTS AND CHILDREN



Workshop R5: MY STRENGTHS

The objective of the workshop is for parents to develop a positive self-image, gain confidence and self-respect.

	<p>Announce that the topic of the workshop is a discussion of personal strengths. Say that we are all special in our own way and have different abilities. We are often not aware of our qualities, not appreciative of our abilities or knowledge or think that others are better than we are.</p>
	<p>MY STRENGTHS</p> <ul style="list-style-type: none"> • Distribute the “My Strengths” material and invite the participants to write their names on the paper, along with what they know/can do, what they are good at. Instruct them not to be humble, but to try to be realistic in describing their traits. Tell them that all we know, all skills we have are important and valuable, whether they relate to housework, profession, parenting, art, entertainment, friendships... They can draw themselves or decorate their poster. • Invite the participants to introduce themselves and present their posters. • Encourage the participants to think about how much they value and appreciate themselves. What they think, how others see them. If it is similar or different to how they see themselves. Open a discussion, invite the participants to share their thoughts. <p>SUPERPOWERS</p> <ul style="list-style-type: none"> • Ask the participants what superpower they wish they had, and why. How it relates to their character traits, if they have any elements of this power, can they develop it and how (e.g. courage, readiness to take risk, adaptability, fairness...). Let every person draw a picture of themselves as a superhero and draw or write down their superpowers. • When they are done, have them help each other to stick their posters on their backs. Encourage them to move about the space, inspect each other's posters and write a kind message for each of the participants on their papers, whether it is the superpower they recognize in that person or an idea on how they may develop it.
	<p>Emphasize how important it is for them to have faith in themselves and to recognize their own strengths, and how big of an impact that may have on their children.</p> <p>Encourage participants to talk to their family members about personal strengths. Other family members can make their own posters, or they can make them together.</p>

	<p>RAIN</p> <p>Everyone stands in a circle. The moderator begins, and the others imitate the moderator's movements as they recite the text (which may be improvised). The first drops of rain begin to fall (light finger flicking), they increase in intensity (harder flicking), the drops get bigger and bigger (clapping) and the rain keeps falling faster and faster (pat the knees), a storm is coming (sound imitating wind, together with knee patting) and now there is a downpour (stomping feet and tapping knees). Then work your way backward towards nice weather.</p>
	<p>Evaluation. Agreements.</p>

Risk points:

Encourage participants who are shy or do not have developed self-esteem to recognize their value and talk about it. Respect personal or cultural boundaries of self-esteem and exchange on personal issues.

Working supplies:

- Paper
- Writing and drawing pencils and pens
- Masking tape

Working supplies for participants:

The "My Strengths" template for each participant, in a language they can use.






If it is complicated to prepare the lists due to language barriers, ask the participants to write in their own sentences, or to just respond to them when you read them out loud.

My Strengths template

- I am special because:
- My character traits that I like and am proud of:
- I can do well:
- My abilities and talents are:
- I wish I had this superpower:

Workshop R6: FAMILY STRENGTHS

Objective of the workshop is for parents to gain an insight into their family's strengths and find inspiration in them.

	Announce the topic and objective of the workshop. Each family has its strengths, founded in its background and tradition, but specific to that family. Our family's strengths shape us as people and parents and help us through difficult times.
	<p>MY FAMILY TREE</p> <ul style="list-style-type: none"> • Ask the participants to get comfortable and close their eyes (if they are comfortable doing so). Explain that you will speak, and that they should listen and form a story based on your instructions (the text is on the next page) and later draw their family tree. The tree was selected because it is long-lived and its roots allow it to stand upright. Emphasize to the participants that they may choose another symbol if they wish. • Invite the parents to present their work. Share your story. Other participants may ask questions if they need clarification. • Encourage discussion. How did their family's strengths impact their development, way of thinking and behaviour. What are they proud of, what do they want to keep, what do they want to share with others, why. What would they like to change and why.
	<p>Emphasize that it is important to think about, and discuss with children, our family's strengths. That are roots are deep inside us even when we live in another country and accept new customs. That, at a time of change and technological development, it is important to find a balance between the traditional and the contemporary, between universally human, personal and familial.</p> <p>Encourage parents to share this experience and take on a similar activity with their children and family members.</p>
	<p>ORCHESTRA</p> <p>Invite the participants to stand up and form a circle. Everyone chooses and produces a sound, using their body or objects. A conductor is selected, to conduct the orchestra. The conductor invites two participants at a time to join the orchestra by making their chosen sound, until everyone has joined in. The orchestra plays for as long as the participants want to "make music".</p>
	<p>Evaluation. Agreements.</p>

Risk points:

Discussion about family, roots and tradition may be a sensitive subject for people on the move. This type of exchange may be delicate when the participants come from different backgrounds. It is important to encourage the participants to see all that they carry from their background and upbringing, and wish to preserve, from a positive side, as an opportunity to learn and develop, and as a source of strength.

Working supplies:

- Paper
- Writing and drawing pencils and pens




Appendix for the moderator:



Guided fantasy - Family tree

Imagine a tree. Your own tree with branches and roots, standing firm. Where is this tree? Is it in a town, or village? Is it on a large, green field or on a hill, on a mountain? Is it surrounded by other trees or does it stand alone? Look at the soil the tree is growing from, imagine the nutrients it absorbs from it. Imagine rain that falls and feeds your tree. Imagine the root of your tree, strong, going deep underground and providing a solid foundation. Imagine the wind that makes the roots dig deeper. Look at the trunk from where the branches stem, their bark. What colour is it? Is the bark rough? Look at the branches growing, splitting up, making up the tree's canopy. Look at the leaves, their colour, their shape. Are the leaves soft, or hard? Is the canopy rich, what shape is it? Does the tree bear fruit? If yes, what is the fruit? What is the shape, colour? What is their scent? Are there birds in the branches? If yes, what birds, how many are there? What are they doing? Is someone sitting under the tree? Who is it? Are they resting, or taking shade from the sun? Are they perhaps eating the fruit from the tree? Now take a step back, look at the entire tree. Think about the root, the trunk, the branches, the fruits, the birds, the rain, the wind, the person sitting under the tree. On how they all make an impressive picture. Think about all that makes the tree grow and be stable. How much time does it take for the tree to grow? Now imagine that the tree represents your family. Think about what the roots, trunk, branches, leaves, fruits of your family tree are. When you are ready, open your eyes and draw your family tree. Write in what the roots, trunk, branches, leaves, fruits of your family tree are.

Workshop R7: THE FIELD OF PERSONAL IMPACT

Objective of the workshop is to steer the parents to their zone of personal impact, so as to not waste time and effort on what is outside their influence.

	<p>Start the workshop by saying that we all sometimes feel powerless, that our lives have their own course and that our destiny depends on others. We think we cannot do much and cannot affect our own, or our children's lives. At today's workshop, we will discuss how and to what extent we can have an impact on our lives.</p>
	<p>WHAT DO I DO IN A STORM</p> <ul style="list-style-type: none"> • The moderator asks the participants to imagine walking down a street when suddenly a storm starts: pouring rain, strong wind, thunder, lightning, dark clouds cover the sky. If they had a similar experience, they should try to recall it, and if not, they should imagine it. The moderator then asks them how they would feel and what they would do if they were in that situation, in the street. • The moderator encourages discussion offering different solutions: can the person stop the rain, should they stand under a tree, open an umbrella, enter a building, ask someone with an umbrella to share it with them, or run, or stand under an awning waiting for the rain to stop, call someone to fetch them by car, run into the nearest bus etc. It is important to emphasize there is always something we can do. <p>CIRCLES OF IMPACT</p> <ul style="list-style-type: none"> • Tell the participants to write down what they wish for themselves and their families at this time. Then they should estimate, for each item on their list, whether they can do it/make it happen themselves or in cooperation with others, or if what they wish for is impossible as it doesn't depend on them. • Give each person one smaller and one larger circle. Tell them to write, on one circle I CAN HAVE AN IMPACT ON THIS, ALONE OR WITH OTHERS and on the other, I CAN'T HAVE AN IMPACT ON THIS (they choose which circle to write which sentence on, depending on which items are more numerous). • At the end, they can decorate and link their circles (with rope, wool, stapler, glue). • Ask the participants to present their work to the group, one by one. The audience can ask for clarification. • When everyone's done presenting, ask the parents to have another look at their circles and if they want to move some items into their field of impact. <p></p> <p>Encourage them to think about their thoughts, feelings, parenting, values, behaviour... All they can have an impact on.</p> <p>Emphasize it is important for them to keep their mind on what they can do. To look for ways, alone or with other parents, representatives of institutions and other allies, to do as much as they can. That something can be done in every circumstance. That they should try to stress less about what they cannot change, as this drains them. That they should remember that even when they are victims of events they could not influence, the way they react depends on them, as they can control their feelings, thoughts and actions.</p> <p>Encourage Participants to share this experience and take on a similar activity with their children and family members.</p>

	<p>GROUPING 1</p> <p>This game is suitable for larger spaces. Everyone moves (to the music), and when the moderator says “one”, they all stop. They continue their walk, waiting for the next instruction, which could be 2 - they group into pairs, 3 - they group into threes, 4 ... (the maximum number is determined by the total number of participants). If they wish, they can hold hands, or just stand next to each other.</p> <p>GET UP - SIT DOWN 2</p> <p>Everyone is seated in their places. The moderator, or one of the participants, gives instructions, and every person that has the called out trait, gets up. E.g., brown hair, blue dress, nail polish, name that starts with an M, younger than 35, more than one child, likes eating sweets, likes sleeping in, doesn't like dogs...</p>
	<p>Evaluation. Agreements.</p>

Risk points:

Make sure that the participants are not overwhelmed by a sense of powerlessness and sadness when they discuss the things they are concerned about but can't influence, and they don't know if they will ever be able to. Steer them towards things that are completely or partially in their control.






You may prepare your own two circles ahead of time and present them to the participants as an example, if they don't understand the task fully.

Supplies:

- One smaller and one larger circle for each participant
- Paper
- Writing and drawing pencils and pens
- Scissors, glue, wool, ribbons

Workshop R8: PSYCHOSOCIAL WELLBEING AND RESILIENCE OF THE CHILD

Objective of the workshop is for parents to understand what psychosocial wellbeing and resilience of the child are, and how they can support their development.

	<p>Announce the workshop topic and check if the parents are acquainted with these terms. Ask what words in their language signify wellbeing and resilience, if they have a phrase, or a saying.</p>
	<p>PSYCHOSOCIAL WELLBEING OF THE CHILD AND HOW DO I SUPPORT IT</p> <ul style="list-style-type: none"> • Present the concept of the psychosocial wellbeing by using a poster or the PPT Psychosocial wellbeing and resilience of the child. • Tell the participants to think about it and write down what they are doing, and what else they and other family members could do to support the wellbeing of their children. • Invite the participants to share their thoughts in the big group. Support them in their efforts to do the best for their children in difficult circumstances. Emphasize those elements of wellbeing they can have an impact on. <p>OUR CHILDREN, THE SUPERHEROES</p> <ul style="list-style-type: none"> • Ask the parents to think about their child (if they have several children, to think about each one individually). In which situations do they think their child can cope with difficulties and learn from them, according to the child's behaviour? Have them draw their child/children looking like a powerful and resilient being, or a superhero. Encourage them to be creative, to employ humour and have fun while they are drawing. • Invite them to present the drawing of their child/children and present the strengths and powers they have. • Present the concept of resilience by using a poster or the PPT Psychosocial wellbeing and resilience of the child.
	<p>Encourage the parents to recognize which messages and actions contribute, and which damage the development of the child's resilience. To change, deliberately, their words and behaviour to serve as good role models for their children. Remind the participants to share their experience from the workshop with their families.</p>
	<p>MIRRORING FEELINGS</p> <p>Everyone stands in a circle. One person is selected, who starts to show how they feel using movements and their voice; the others imitate them. Then the next person presents, and the others imitate. The game ends when everyone's had a chance to show how they feel. Participants may guess the feelings of others.</p>
	<p>Evaluation. Agreements.</p>

Risk points

Parents may be frustrated because they are unable to provide their children with all they need for a comfortable life, that they were unable to shelter them from difficult experiences, that they are unable to provide security or, perhaps, even a better future. Encourage parents to think about what they can do, that the most important thing is that the child feels loved and safe with them.

Working supplies

- Writing and drawing pencils and pens
- Paper

Equipment






- Laptop, speakers, projector

Appendices for moderators

- Poster or PPT *Psychosocial wellbeing and resilience of the child*

Workshop R9: MANAGING PERSONAL STRESS

Objective of the workshop is for parents to better recognize stressors, how they react to them and to learn prevention and management strategies.

	<p>The moderator introduces the workshop topic with a short overview of what stress, stressors and reactions to stress are.</p> <p>If needed, the introduction can be prolonged. Stress is our reaction to challenging situations, events and people around us. It is a natural reaction of our bodies to either strongly positive or strongly negative experiences.</p>
	<p>STRONG WIND - STRONG ROOTS</p> <ul style="list-style-type: none"> • Read the story Strong wind - strong roots on the next page. <p>STRESS MAPS</p> <ul style="list-style-type: none"> • Have the participants think about what causes them stress. Have them remember how they react to stress, what emotions it stirs in them. Do they have any typical bodily or other reactions to stress, or do they depend on what caused the stress? What are their strategies for overcoming stress? Then, have them draw themselves (a body outline) and use colours and shapes to show where and how they feel sensations when they're under stress. • Invite the parents to present their drawings and discuss the causes of their stress. Point out similarities among the participants, if there are any. <p>STRATEGIES FOR OVERCOMING STRESS</p> <ul style="list-style-type: none"> • Ask the parents to think about what they do preventively, so that the stress does not appear, and what they do to mitigate it and overcome it, once it does. • Invite the participants to share in the big group. Write down strategies, uniting them into a group poster. • Present the poster or PPT Antistress strategies, as a reminder of the strategies they haven't mentioned, then add the missing strategies to the poster.
	<p>Each of us have experienced stress, some of us cope better, some worse. If we do not look into causes, reactions and coping strategies, we are at risk from being overwhelmed by stress and having it endanger our functioning and health. As a parent, you have a responsibility not just to yourself, but also to your children, to fight stress actively and efficiently.</p>
	<p>Perform some of the exercises described on the next page with the parents</p>
	<p>Evaluation. Agreements.</p>

Risk points:

Talking about stress can bring up memories and cause emotional reactions among participants. Keep a careful eye on things and check with them to see how they are and assess when you need to stop. The objective of the workshop is for them to relax, have fun, learn some new preventive strategies and ways to cope with stress, and not to engage in psychotherapy.

Working supplies:

- Writing and drawing pencils and pens
- Paper

Equipment:

- Laptop, speakers, projector

Appendices for the moderator:

- PPT *Antistress strategies*
- Proposal of the relaxation exercises

Breathing exercises:

- **MINDFUL BREATHING** Everyone stands in a circle. They stand with their feet shoulder-width apart, with their weight equally distributed on their entire feet. Their bodies are upright but relaxed, shoulders straight but not stiff. Their faces are relaxed, no frowning or jaw-clenching. Their arms are by their side, relaxed, no clenched fists. As they breathe in, they should feel their abdomen filling and expanding, and then shrinking as they breathe out. The exercise can be repeated, paying attention not to cause hyperventilation; if anyone has issues with breathing, they should not repeat the exercise.
- **4-7-8 technique:** Ask the participants to get comfortable and close their eyes if they wish. Have them slowly inhale through the nose. As they inhale, they should count to 4. Then they should count to 7, holding their breath. After that, they should exhale powerfully through their mouths, counting to 8. This cycle can be repeated 3 times.

Releasing tension: Participants sit comfortably, their backs are straight, their hands are on their knees or hanging by their side. As they inhale, they should try to contract all their muscles and then relax them as they exhale. Remind them to contract all their muscles, including the large ones, and that the pressure should not feel uncomfortable; the inhale-exhale cycle should not be too long, but it should be long enough for them to feel their muscles contracting. This can be repeated several times.

“Get off my back”: Ask the participants to stand, feet apart and parallel, knees relaxed. Arms are by their bodies. Have them relax their jaws and take even breaths. Ask them to raise their elbows to shoulder-height, then open their raised arms, then, with a sudden upward movement lean backwards, shouting “Get off my back”. Repeat several times.

Muscles relaxation:

- Ask the participants to stand. As they are taking a deep breath, have them clench both their fists and hold them clenched as you count to three. As they slowly breathe out, have them relax both hands. Using the same principle, ask them to frown while inhaling, as you count to three, then relax. The next step is to squint their eyes and relax them, then to make an angry grimace with their lips, then relax. Ask them to stand, lift their shoulders towards their ears, then relax. Have the participants slowly lift their arms above their heads while inhaling, hold their breath for a short time, then slowly lower their arms. This can be repeated several times, remind them to breathe deeply and slowly.
- Stretching exercises: You can do a few short stretching exercises, depending on the space available and the participants' readiness to do physical exercises. You can find ideas on the internet, and if you have the option, play a video for the participants, e.g. Full Body Stretches, How to Stretch for Beginners, Part 1: Upper Body, Home Workout Follow Along https://www.youtube.com/watch?v=h2aBPh_2eEo

Strong Winds - Strong Roots**Dennis Merrit Jones, D.D.**

The story Strong Winds - Strong Roots is available in English at: <http://www.naturalawakeningsmag.com/Natural-Awakenings/April-2015/Strong-Winds-Strong-Roots/>

A great experiment in the desert called the biodome created a living environment for human, plant and animal life. A huge glass dome was constructed to house an artificial, controlled environment with purified air and water, healthy soil and filtered light. The intent was to afford perfect growing conditions for trees, fruits and vegetables, as well as humans.

People lived in the biodome, for many months at a time, and everything seemed to do well with one exception. When the trees grew to a certain height, they would topple over. It baffled scientists until they realized they forgot to include the natural element of wind. Trees need wind to blow against them because it causes their root systems to grow deeper, which supports the tree as it grows taller.






Who among us doesn't long for a perfect growing environment for ourselves, with no disruptions from outside influences? We strive to avoid the times of contrast and tension, when life's daily challenges push against us. When they do, the normal tendency is to curse them. If trees could talk, would we hear them curse the wind each time they encountered a storm?

We can learn a great deal from nature's wisdom at work if we are open to the lesson. Watch how a tree bends and sways gracefully when the wind blows against it. It does not stand rigid, resisting the flow of energy. It does not push back. The tree accepts the strong wind as a blessing that helps it grow.

*Such experiences develop our character and deepen our spiritual roots. When we grow deep, we too,
stand tall.*

Workshop R10: HELPING A CHILD COPE WITH STRESS

Objective of the workshop is to help parents better understand the causes and children's reactions to stress and how to help them.

	Remind the participants that, at the previous workshop, you discussed stress in adults and that today you will be dealing with stress in children.
	<p>STRESS MAPS IN CHILDREN</p> <ul style="list-style-type: none"> • Ask the parents to split into groups according to their children's age. Have them discuss and write down what causes their children stress, how they exhibit it and how the parents recognize it. • Invite the participants to share with the group. Point out that specific reactions to stress depend on the child's own traits, but also on their age and family support. <p>HELPING CHILDREN COPE WITH STRESS</p> <ul style="list-style-type: none"> • Working in the same groups, ask the parents to think about how their children deal with stress. How do they help their children mitigate and overcome it. • Invite the parents to present their work. Write down strategies on a poster. • Finalize the topic of stress in children using a poster or PPT Stress in children. You may also play the short film on stress, Toxic Stress Derails Healthy Development⁸. • Add missing strategies to the poster.
	<p>Encourage the parents to monitor their children's behaviour carefully, to recognize stress symptoms in time and to discuss it with their children. Parents and other family members should try to be calm, patient and to set aside enough time for children, to provide them with security and serve as a good role model with their positive active relationship to stress.</p> <p>Emphasize there are different strategies to be applied depending on the symptoms the child exhibits: whether they are upset, scared, tense, are there any problems with their appetite, sleep, relationships etc. We offer strategies to relax and releasing tension, which can also be preventively used with children, as children like and enjoy them.</p> <p>If the children have greater and more long-term issues with feelings and behaviour, expert assistance should be sought.</p> <p>Which come along on the journey, or in collective accommodation.</p>
	<p>54321 GROUNDING EXERCISE</p> <p>The description is on the next page. You may also apply other suggested exercises.</p>
	<p>Evaluation.</p> <p>Agreements.</p>

⁸ Available in the online library Centre for Developing Child, Harvard University, at the links (with Serbian, Arabic and Urdu translations): <https://developingchild.harvard.edu/translation/toxic-stress-derails-healthy-development-serbian-subtitles/> <https://developingchild.harvard.edu/translation/toxic-stress-derails-healthy-development-arabic-subtitles/> <https://developingchild.harvard.edu/translation/toxic-stress-derails-healthy-development-urdu/>

Risk points:

Fear, sorrow, helplessness often come when thinking about stress in children. Parents may be frustrated as they may think that there is little they can do to help their children under the given circumstances. They should be encouraged to do what is within their personal impact zone.

Working supplies and equipment:

Writing and drawing pencils and pens
Paper

Equipment

Laptop, speakers, projector

Appendix for moderators:

Poster or PPT *Stress in children*

Proposal for relaxation and tension release activities:

- Breathing, stretching exercises:
- Running, brisk walk, exercise, sports
- Singing, dancing to music
- Counting backwards (from 10, 50 or 100)
- Games with water, shaping dough, play-dough, squeezing the stress ball
- Massaging the child's shoulders, back
- Hugging, comforting words, conversation, respecting the child's feelings
- Activities proposed in the "POM Games and Activities To Go"
- Imagining a place the child likes

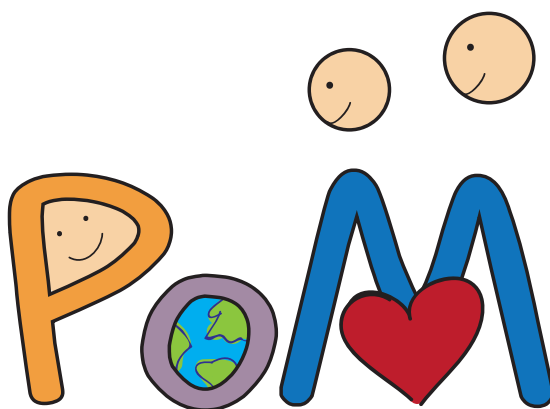
54321 GROUNDING EXERCISE⁹

- Assume a comfortable position and relax. Take a deep breath through your nose, so that your abdomen lifts up, then slowly exhale through your mouth.
- 5 - SIGHT Look around you and name 5 things you see.
- 4 - TOUCH Pay attention to your body and name 4 sensations.
- 3 - HEARING Listen to the sounds around you and inside you and name 3 that you can hear.
- 2 - SMELL Smell and name 2 scents that you can feel. If you can't smell anything, name two of your favourite smells.
- 1 - TASTE Taste something edible and name it. If nothing is close at hand, name your favourite flavour.
- Take another deep breath through your nose, so that your abdomen lifts up, then slowly exhale through your mouth.

⁹ Taken from:






<https://copingskillsforkids.com/blog/2016/4/27/coping-skill-spotlight-5-4-3-2-1-grounding-technique>

POSITIVE DISCIPLINE



Workshop R11: A CHILD NEEDS BOTH WARMTH AND STRUCTURE

Objective of the workshop is for parents to understand the concept of positive discipline and find motivation to apply it.

	<p>Bringing a child up is demanding, and it is not easy for parents to always find the right way to teach the child acceptable behaviour and to cope with the actions of the child that they don't like. Tell the participants that this, and the following two workshops, will deal with positive discipline, i.e., bringing children up without punishment.</p>
	<p>WHAT IT'S LIKE TO BE A PARENT</p> <ul style="list-style-type: none"> • Ask the parents to continue the sentence "It is nice to be a parent...", with everyone getting their turn. Then ask them to complete the sentence "It is hard to be a parent..." • Sum up the answers and emphasize that parenting brings a lot of joy, but also obligations and responsibilities. It is not always easy to be a parent, everyone sometimes wonders if they are successful or if they could be better. <p>POSITIVE DISCIPLINE - PARENT EXPERIENCES</p> <ul style="list-style-type: none"> • Split the parents into two groups. One group is tasked with writing, on the chart paper, how they show tenderness, love, warmth and support to their children. The second group is to write down how they discipline children, what measures they use to get the children to behave in a way they see as correct. • Invite the first group to present their work and the rest of the participants can comment. • Invite the second group to present their work and the rest of the participants can comment. Ask what they think about the presented disciplinary measures. <p>POSITIVE DISCIPLINE - HOW WE WANT TO SEE CHILDREN BROUGHT UP</p> <ul style="list-style-type: none"> • Present the concept of positive discipline, using the prepared poster or PPT Positive discipline. Decide on the level of detail and the scope based on your knowledge of the group, the important thing is for the participants to understand the meaning and the basic steps. <p></p> <p>Point out that punishment is unacceptable from the viewpoint of the rights of the child and what negative consequences it may have on the child. Emphasize that it is important for parents to understand why and when they are punishing their children, so that they can change their behaviour. Encourage the participants to share with their partners or family members what they have learned about positive discipline.</p>
	<p>ICE SCULPTURES</p> <p>Everyone stands in a circle, closes their eyes and breathes slowly, becoming aware of their breathing ("Listen to the air coming into and going out of your body") and then, with their eyes still closed, they try to express how they feel, in the way they prefer, by movement, sound, sighs, their combination... When they find the best way to express how they feel, they freeze. Then everyone opens their eyes and looks around. They may guess the feelings of others.</p>
	<p>Evaluation. Agreements.</p>

Risk points:

Certain parents may insist that punishment, especially corporeal punishment, is acceptable. Maintain the position that punishment is unacceptable and encourage those who agree with you to join in the discussion.

Working supplies:






- Paper
- Writing utensils
- Equipment:
- Laptop, speakers, projector

Appendix for the moderator:

- Poster or PPT *Positive discipline*

Workshop R12: EDUCATING THE CHILD TODAY, THINKING OF TOMORROW

Objective of the workshop is for the parents to understand how their short-term and long-term goals related to the child affect the way they bring up their children.

	Remind the parents what the concept of positive discipline is and what you discussed at the previous workshop.
	<p>WHEN MY CHILD GROWS UP, I WANT THEM TO BE...</p> <ul style="list-style-type: none"> • Tell the parents to draw one of their children as an adult. To think about what kind of man/woman they want that child to become. What traits do they want them to have, how they should behave. Then, they are to select one of the desired traits and write down what they are doing so that the child develops this trait - what they are telling the child, how they encourage them, what example they are setting... • Invite them to share with the group, one by one, or as they wish. Help the participants make the connection between their behaviour and the desired outcome, if you think this is not in harmony - point it out (parents often do the opposite of what they want their child to learn). <p>SHORT-TERM AND LONG-TERM OBJECTIVES OF UPBRINGING</p> <ul style="list-style-type: none"> • Present the Poster or the PPT Short-term and long-term objectives of upbringing. Illustrate with examples that the parents have listed, or examples you have prepared.
	<p>Encourage the parents, if they have more than one child, to do this exercise at home for each individual child and to see if they have the same, or different goals for them, and why.</p> <p>Encourage participants to share the experience from the workshop with their partners and family members, and to make some concrete changes in their behaviour towards their child, applying what they have learned at the workshop.</p>
	<p>BODY REPRESENTATION...</p> <p>Split the participants into groups of three or four. Give each group a task, what to present with their bodies, e.g., an animal, a plant, a situation.</p>
	<p>Evaluation.</p> <p>Agreements.</p>

Risk points:

Discussing future of their children can be frustrating for persons on the move. Emphasize that, wherever they may live and whatever their children may do as a job, it is important that they bring them up in line with universal, personal and family values, the child's interests and traits. But the rights of the child may never be questioned.

Working supplies:

Writing and drawing pencils and pens
Paper

Equipment:






Laptop, speakers, projector

Appendix for the moderator:

Poster or the PPT *Short-term and long-term objectives of upbringing*

Workshop R13: PUNISHMENT-FREE UPBRINGING

Objective of the workshop is for the parents to accept it is possible to bring up a child without punishment and to learn how to do so.

	<p>Remind the parents what the concept of positive discipline is and what you discussed at the previous two workshops.</p>
	<p>CHILD BEHAVIOURS THAT ARE HARD TO COPE WITH</p> <ul style="list-style-type: none"> • Split the participants into two or three groups, which have the same task: to discuss behaviours of the children they find difficult to cope with; they should choose one situation with the child where they, as parents, used punishment (criticizing, shouting, corporeal punishment, withholding...). <p>PUNISHMENT-FREE UPBRINGING</p> <ul style="list-style-type: none"> • Present the poster or the PPT Why Punishment is Unacceptable. • Present the poster or the PPT Rules of behaviour • In the same groups, the parents are now to think of a solution for their chosen situation, on how the parent might act without punishing the child. They can write it down, illustrate it, prepare a role-play... • Each group should present their work: describing the situation, the punishment and the punishment-free proposal. Others may comment, give suggestions and ask questions if they need clarification. <p>Steer the discussion towards understanding the needs of the child and the needs of the parent, and the connection between the behaviour of the adult and the desired outcome. What rules could be established and what agreements could be made in advance, to act preventively. What consequence could the child have for breaking the agreement and the rule, other than punishment.</p>
	<p>Remind the parents of the relaxation techniques that may help them to calm their stress and react in a collected, meaningful way to whatever the child may say or do. If the poster is in the room, show it, or summarize it. Encourage them to introduce rules for the children and, the first time the occasion arises, apply the strategies they learned instead of punishment.</p>
	<p>MIRRORS</p> <p>Participants are split into pairs and stand facing each other. They agree who leads first - this person makes gestures and grimaces, the other person imitates as if they were their mirror reflection; after a while, the pairs switch roles.</p>
	<p>Evaluation. Agreements.</p>

Risk points:

Resistance to change, fear of abandoning familiar behaviour patterns, before new behaviour patterns develop, can emerge as a problem. Encourage the parents to try, to seek support, to be guided by the best interest of the child, so both they and the children will be happier.

Working supplies:

- Paper
- Writing utensils

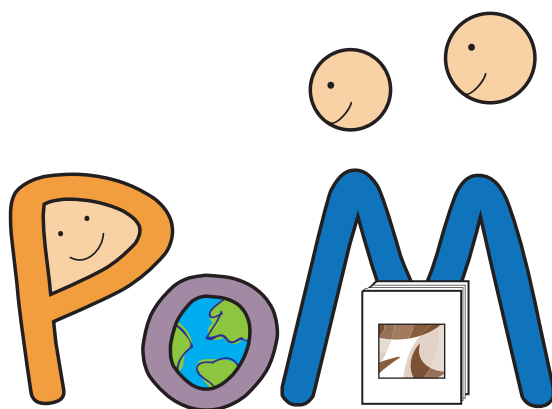
Equipment

- Laptop, speakers, projector

Appendices for the moderator




- Poster or the PPT *Why Punishment is Unacceptable*
- Poster or the PPT *Rules of behaviour*



SUPPORT FOR CHILDREN IN LEARNING AND EDUCATION



Workshop R14: EVERYONE LEARNS IN THEIR OWN WAY

Objective of the workshop is for the parents to understand that children learn in different ways and to see how they can support their learning.

	<p>Announce the topic and objective of the workshop. Note that all children are curious, that they love to play, explore, learn new skills and gain knowledge. The way that the adults react to the child's natural curiosity and need to learn about themselves, others and the surroundings, have a major impact on the child's learning and development.</p>
	<p>HOW I LEARNED</p> <ul style="list-style-type: none"> • Ask the parents to remember how they learned when they were children; they can choose something specific (craft, housework, writing, calculations, dancing, playing an instrument, cooking...) and remember how they acquired that particular skill? Did their parents or older siblings help them and how. Was this useful to them, and why. • Invite the parents to exchange their memories and thoughts. <p>LET'S LEARN TOGETHER</p> <ul style="list-style-type: none"> • Split the parents into pairs. Ask them to learn a few words in Serbian (prepared in advance); the words can be items that surround them, greetings, numbers, days of the week... • After a few minutes, ask them if they have learned the words, how they learned them, how they felt, what they think would have made it easier (e.g. pictures, repetition, learning in context, listening to others...). • Explain that everyone has their rhythm and their method of learning. Like adults, children learn in various ways. Some learn best while listening to others; others need to see pictures or read text; others, yet, learn by watching others do the work, while some learn best through physical activity, trying things out and handling objects. Some people like to learn on their own, others prefer to learn in pairs or groups. Some like to use new technologies, others prefer traditional methods (teaching, reading). Some learn faster, some slower. <p>HOW DOES MY CHILD LEARN</p> <ul style="list-style-type: none"> • Ask the parents to think about how their child(ren) best likes to learn. For parents of school-aged children, the task is to think about whether their child has a certain place, time of day, whether they prefer to learn on their own or seek support, do they read out loud, underline, sketch... • Invite the parents to exchange their experiences, if their children are of different age, organize the exchange by age groups (e.g. toddlers, kindergarteners, 6-12 year-olds and older children). • Ask the participants to share what they felt was most useful to them, what new things they learned from the workshop.
	<p>Methods we use for learning depend on age, personal traits, opportunities we have at our disposal and on what it is we wish to learn.</p> <p>Younger children mostly learn through play and everyday activities, this is their way of finding out things about themselves, others and the world around them. In this way, they also develop different skills. Older children and adults gain knowledge also through specifically organized learning activities, but they also like to learn in fun ways.</p> <p>Emphasize that, in addition to recognizing the child's preferred way of learning, the parents also need to provide certain conditions and support.</p>

	<p>FIND IT</p> <p>The moderator gives out tasks, that the participants - scattered around the room - should touch something blue, something round, something colourful, something wooden... They then expand to two characteristics of the set item, e.g. soft and green, square and red... Then to three characteristics... When giving out tasks, make sure that there are objects that fit the description and if there are not, they can be drawn and named.</p>
	<p>Evaluation. Agreements.</p>

Risk points:






Certain parents may show insecurity and mistrust of their own capacities to help children learn (language barrier, lack of personal experience in education...). Encourage parents by saying they have a vast life experience and that their involvement is precious support for their children.

Working supplies:

- Paper
- Writing and drawing pencils and pens

Workshop R15: COMPETENCIES FOR LIFELONG LEARNING

Objective of the workshop is to acquaint the parents with competencies for lifelong learning, to explain their importance for education and preparation for work.

	<p>Start the workshop by saying that education is important for personal development, inclusion into the society and work/employment. Say that you will be discussing competencies for lifelong learning. Explain to the parents that the competencies pertain to knowledge, skills and attitudes that each child should gain through their education.</p>
	<p>CHILDREN'S COMPETENCIES AS SEEN BY PARENTS</p> <ul style="list-style-type: none"> • Ask the parents to discuss, in smaller groups, the knowledge and skills their children need to have to be able to successfully integrate into society and prepare for employment, regardless of the country they are in/or will live in. • Invite the parents to present their line of thinking. Make a list of competencies. <p>COMPETENCIES FOR LIFELONG LEARNING</p> <ul style="list-style-type: none"> • Explain that children should be encouraged to learn their native language, foreign languages, maths, different sciences and technologies, especially digital technologies; how to learn, how to establish connections with others, to develop entrepreneurial skills, interest in culture and artistic expression. You may prepare a PPT slide or a poster with competencies. • Together with the participants, link their list with the list of competencies for lifelong learning. <p>I WANT MY CHILD TO LEARN</p> <ul style="list-style-type: none"> • Ask the parents to imagine what their child would like to learn, or what they would like their child to learn. Encourage them to think about the available resources, to talk about their knowledge and skills, whether and how they can help each other... Remind them of the workshop MY STRENGTHS. • If there is time, invite the parents to exchange their views.
	<p>Emphasize that, in the contemporary, fast-changing society, and especially with the development of new technologies, it is not sufficient to graduate from school or learn a trade, but you must keep learning and developing throughout your lifetime. That it is important to bring their children up by directing them to constant, lifelong learning and that they should serve as a role model. Children will adopt what their parents do faster than what they tell them to do.</p>
	<p>COMMON POSTER OF KNOWLEDGE</p> <p>Each participant draws, or writes knowledge and skills they are prepared to share with others on a large piece of paper. The poster stays in the common room, as a reminder. If the parents are prepared to do so, a schedule can also be made for times they will be teaching each other these skills.</p>
	<p>Evaluation. Agreements.</p>

Risk points:

It may happen that some parents fail to recognize their resources: encourage them by providing examples of what we can learn from each other (a traditional dish, a dance, a craft...).

Participants can come from countries with different approaches to learning and education depending on sex, which could steer the discussion in that direction. Show that you understand and respect the differences between cultures/countries, but that they should also adapt to the countries they are transiting through and those that are their chosen destinations. The faster they get acquainted with and adapt to legal norms and customs of these countries, the easier it will be for them to fit in and be accepted. This also pertains to equal rights of boys and girls and to mandatory education to a certain age.

Working supplies:

A4 paper, large paper






Writing utensils

Appendix for participants:

A poster with a list of competencies for lifelong learning

Workshop R16: HELPING CHILDREN INTEGRATE INTO AN EDUCATIONAL SYSTEM

Objective of the workshop is for the parents to understand their significance and role in supporting their children with integration into education, and during their schooling.

	<p>Start the workshop by asking the parents on the educational status of their children (if they went to school, how long, what grade they are in, if they are currently going to school...).</p>
	<p>EDUCATIONAL SYSTEM</p> <ul style="list-style-type: none"> • Ask the parents and check how much they know about the educational system of the country you are in. • After a brief exchange, explain what they need to know about the education of the children (when mandatory education starts and how long it lasts, what their rights and obligations are, what type of support they can get and from whom, how do they enrol their children, who provides transportation, textbooks and supplies, costs, roles and obligations of the parents... For kindergarten-aged children, when and how their education is organized, how long it lasts every day... • For primary and secondary school - how lower and higher grade classes are organized, extracurricular activities, how long classes last...). <p>ENROLMENT AND SCHOOLING</p> <ul style="list-style-type: none"> • Present the prepared poster to the parents, with the listed activities that are necessary for integration and support for children in their education. The list should contain specific steps/activities (submitting an enrolment request, acquiring necessary documentation, going to a kindergarten, getting to know the teachers/professors, pedagogue, psychologist, procuring books and supplies, regular information and communication with teachers/professors, going to parent-teacher meetings, keeping up with the children's everyday activities, help with homework, with learning...). • Ask the parents to first list what, of the listed activities, they have already undertaken or are undertaking. After that, each parent makes their own list of steps/activities they need to do, to help their children with their education. Parents' lists should be structured in two columns. Explain that, in the first column, they should write down the things they need to do, and the second column is for listing who else can help them, what information they need to get etc. • Invite the parents to present their lists, exchange ideas and complement their list with the ideas of others. At the end, each parent can decorate their list. Ask the parents to discuss the list of activities with other members of the family, to agree and divide tasks, to add to the list...
	<p>Emphasize that, regardless of the present circumstances, it is of extreme importance for children to integrate into the educational system of the country they are staying in. That, in addition to gaining knowledge and having contact with their peers, attending kindergarten classes or school classes gives the children a sense of stability and security.</p>
	<p>I WALK LIKE...</p> <p>Participants are scattered around the room and move in the way the moderator asks: like a toddler, like a robot, like a cat, like a woman coming back from the market, like a football player, like a ballerina, like an old man/woman, like a frog, like an alien...</p>
	<p>Evaluation. Agreements.</p>

Risk points:

Some parents may have a negative attitude to education, different attitudes with regards of the education of their sons and daughters, or feel that there is no need for children to enrol in schools in countries where their stay is only temporary. Competent authorities are there to take care of the integration of migrants/refugees into the educational system, and the role of the moderator of this Program is to provide information, motivate and support the parents to educate their children, without imposing opinions or commenting positions they do not agree with.

Parents may complain of not having enough information, of not knowing who to talk to about enrolling their child in a kindergarten or school. Ask about these things in advance and check who, in the camp, is in charge of these issues, so you can pass this information on to the parents. Or, invite this person to the workshop.

Working supplies:






- A4 paper, large paper
- Writing utensils

Appendix for the moderator:

- Poster with a list of competencies for lifelong learning

Workshop R17: CLOSING WORKSHOP

Objective of the workshop is to summarize and evaluate the Program.

	Remind the parents of all you went through together, what you have done, shared, learned. Present the poster with the names of parent and family workshops. If you can, make a PPT with the photos taken at the workshops.
	<p>EXCHANGE OF IMPRESSIONS</p> <ul style="list-style-type: none"> • Ask the parents to share their impressions, what they liked, what they learned, what they thought was important, how they felt. Ask them what they would tell other parents with regards to participation in the Program. Do they have any suggestions for improving the content or method of work? • Share with the parents your own impressions, what you learned, what you thought was important and why. <p>FAMILY PORTFOLIO</p> <ul style="list-style-type: none"> • Hand the portfolios out to the participants, if you made them. If there is time, have them look at them and comment. <p>ELABORATING CARDS WITH MESSAGES AND DRAWINGS</p> <ul style="list-style-type: none"> • Participants and moderators elaborate each one card, with a drawing and a message. • Collect all cards in a single box/envelope/bag, have the participants each draw one card, show it, read the message and keep it as a memento. • If they wish, the participants may discuss the messages, guess who wrote the one they drew...
	Remind the parents to use the cards with ideas for activities and their notebooks, as reminders of the content you have covered.
	<p>Thank everyone for their participation and good time.</p> <p>Play a game of the participants' choosing.</p>
	<p>Evaluation.</p> <p>Agreements.</p>

Working supplies:

- Writing and drawing pencils and pens
- Paper
- Scissors, glue

Appendix for the moderator:






- PPT with photos from previous workshops (optional)

FAMILY WORKSHOPS



Workshop P1: THE MEANING OF A NAME

Objective of the workshop is for the participants to take a look into the significance of a person's name in the development of their identity, to share experiences and learn about names in other cultures.

	<p>Announce that the topic of the workshop is a discussion of names. Naming a newborn baby is an important moment for parents, family, and sometimes even the community. Some people have one name, some have several. Some people were named after their ancestors, some names relate to the birth date, some people got their names from the important events in their parents' lives...</p>
	<p>MY NAME</p> <ul style="list-style-type: none"> • Ask the participants to think about their names, how they got them, what they mean, how do they feel about them, whether they suit them, how they affected their development and self-image. • Ask the children and adults to write or draw their names, each person for themselves, in any way they want and to decorate them. They can write down a verse that relates to their name, draw the person they were named after, or what their name represents. Have them also write/draw their nicknames, that they like. • Invite them to introduce themselves, one by one, say their name and make a gesture that represents them. To clarify the meaning and origin of their name, show their drawing, share the verse. What do they like being called, which is their favorite name (if they have more than one), or nickname? Would they change their name and why? Is the meaning of their name related to their character traits? What impact does their name have on them, if any? • If the participants have names of a similar meaning, learn how to pronounce them in different languages.
	<p>Sum up the conversation on diversity and beauty of names. Some express love, kindness, joy, light, hope, peace. Some represent strength, power, courage. There are floral names, names of plants and fruits, and of animals. Many names have been taken from other languages, but due to their beauty, meaning or use, they became universal. If we don't know the origin and the meaning of our name reliably, we can research it. We cannot choose our name, but we can have a say in our pet names and nicknames, it is important that we tell others which nickname we accept, and which we do not.</p>
	<p>MUSICAL CHAIRS</p> <p>Place chairs in a circle, play some music and invite participants to move around, then stop the music at random times, asking the participant who didn't manage to sit in a chair to stand next to you, remove one chair and continue. Instead of chairs, you can use available toys (e.g., building blocks, balls), hats etc. - when the music stops, each person should grab the object you previously agreed on.</p>
	<p>Evaluation. Agreements.</p>

Risk points:

Discussions about names, like all personal discussions, can evoke different emotions in the participants, it may remind them of loved ones after whom they had been named and whom they left behind, or lost, etc. It is recommended to keep an eye out on the participants, to steer them, to facilitate the discussion so that they share their thoughts and feelings, but also so that the workshop passes and ends in high spirits.

Working supplies:






- Writing and drawing pencils and pens
- Paper

Equipment:

- Laptop, speakers

Workshop P2: THE STORY OF OUR FAMILY

Objective of the workshop is for families to get to know each other and bond, by exchanging stories on interesting, beautiful and funny moments in life.

	<p>Families are different, but they all have love, closeness and care for their family members in common. In a family, everyone learns and grows together - changing the diapers of a new-born, caring for a baby with fever, first steps a child takes, the first spoken word, cooking, homework, use of mobile phones and computers... Each family marks different dates and events; they set their own rules. Members of a family bond in sad and difficult moments, but also in good and funny situations which we will talk about today.</p>
	<p>OUR STORY</p> <ul style="list-style-type: none"> • Ask the participants to draw their family members on a piece of paper (they may also draw them on plastic spoons or wooden ice cream sticks and stick them on paper), write in the names/nicknames, ages and other details if they like (favourite colour, food, song, film etc.) • Encourage children and parents to discuss, within their families, the interesting, pleasant or funny moments they lived through as a family, and to agree on a situation they would like to share with others. • On another piece of paper, they may draw the situation they chose to share with others or design a way to tell this story using the spoons and sticks with drawings. Families can come up with names to their stories. • Invite them to present their families' stories - ask all members of the family to participate in telling the story. • Thank the families for their stories, sum up what they talked about and note the similarities, if any.
	<p>Emphasize how important it is to share important, good and funny stories within their families. Ask them to keep their artwork and add new stories to it, if they wish.</p>
	<p>THE NET OF FRIENDSHIP</p> <p>Form a circle, all together. Grab one end of a ball of wool and explain the rules of the game. Say the name of the person you will hand/toss the ball to and ask them to hold their thread tight.</p> <p>The person who has caught the ball should do the same, and so forth. Encourage the children and parents to help each other out, until they remember all the names. While everyone is still standing in the circle holding their threads, ask them to observe the firm net you have built together and thank everyone for their participation.</p>
	<p>Evaluation. Agreements.</p>

Risk points:






A family may want to share a sad family story with others. Carefully steer them to share memories of happy and interesting times. Thinking about such times brings back nice memories and reminds them of the pleasant emotions they were feeling at the time.

Working supplies:

- Paper (you can prepare in advance a few sheets stapled together or bound together by rope, like a notebook), collage paper, cardboard
- Drawing and writing utensils
- Glue, scissors
- Plastic spoons, wooden ice cream sticks, wool, glue...
- A ball of wool or rope

Workshop P3: MOTIFS FROM OUR HOMELAND

Objective of the workshop is for families from different cultural backgrounds to get to know each other and bond through an exchange on family customs related to celebrations and commemorations of important dates.

	<p>Introduce the topic of the workshop by reminding the participants that every nation has their culture and traditional art. People from all cultures like to decorate themselves, their clothes, jewelry, the space they live in, objects they use. We grow up with artistic motifs of our people and we pass them on to our children. Many motifs are similar among different cultures, as they have been modelled by natural objects or geometric shapes.</p>
	<p>AN EXHIBITION OF THE MOTIFS FROM OUR HOMELAND</p> <ul style="list-style-type: none"> • Tell the participants to consider and agree, within their families, on what reminds them of the region, the country or the nation they originate from. What they like of their traditional motifs/ ornaments, what makes them proud, what they carry in their hearts and wish to share with others. • Have them make a collage from cut-up or torn pieces of colored paper, showing the selected motifs of their homelands. If necessary, explain and encourage them, tell them it can be collages of the motifs traditionally displayed on quilts, clothes, buildings, jewelry, objects for everyday use. • Invite the families to present their work, in turn, describing the selected object and pattern, their origin and the way they are used. Encourage them to talk about why this is important to them and why they chose that motif in particular. • Encourage exchange, finding similarities and differences between the motifs.
	<p>Emphasize that each people have their traditional art and that all are special and beautiful in their own way. That they represent the collective experience of the previous generations, form a link with our ancestors, which is why it is important that they be preserved and passed on to the children.</p>
	<p>BROKEN TELEPHONE (RUSSIAN WHISPERS)</p> <p>Ask the participants to form a circle. One of the participants picks a word and whispers it to the person on their left, who then passes it on to the person on their left, and so on. The person who gets the word last should speak it out loud, so that everyone may hear if the word has changed, and how much.</p>
	<p>Evaluation. Agreements.</p>

Risk points:






This workshop can elicit nostalgia for the participants' homeland. Pay attention that the participants should not make negative comments about the work of others, especially not when it comes to traditional art. This is not an opportunity to compete against each other, but to exchange and learn.

Working supplies:

- A4 papers, coloured papers, collage paper
- Drawing and writing utensils
- Glue, scissors

Workshop P4: CELEBRATIONS AND HOLIDAYS

Objective of the workshop is for families from different cultural backgrounds to get to know each other and bond through an exchange on family customs related to celebrations and commemorations of important dates.

	Announce that the topic of the workshop is celebrations of holidays and important dates in the families. Celebrations are important because the families gather, spend time with friends and relatives and practice their rituals. Name the celebrations of your family, if you deem it necessary as an example and motivation for the participants, or share at the end of the activity.
	<p>OUR CELEBRATIONS AND HOLIDAYS</p> <ul style="list-style-type: none"> • Ask the children and adults to discuss, within their families, about what they celebrate and how. They can draw, write... In the end, they need to agree on who will present it to others, and how. • Ask the families to present their work - which holidays or days they celebrate and mark, how they do it, what their customs are. Why this is important to them. • Summarize everything that has been said, point out similarities and specificities of individual families.
	Emphasize that it is important to celebrate, preserve customs of your family, people, country, as these are our roots that we need to pass on to our children.
	<p>BALLOON</p> <p>Ask the participants to form a circle. Pass a balloon to one of the participants and explain that the task is to pass the balloon to each other, making sure it doesn't hit the floor.</p>
	<p>Evaluation.</p> <p>Agreements.</p>

Risk points:

Just like in any intercultural exchange, there is a possibility for some participants to demonstrate a lack of understanding or acceptance of others' customs. Support the questions that clarify and improve understanding, but don't allow negative comments.






Working supplies:

- Paper
- Drawing and writing utensils
- Balloon

Workshop P5: SOCIALIZING WITH MUSIC AND DANCE

Objective of the workshop is to get the families to bond and relax with music and dance

Before the workshop, ask the participants to help you prepare some music, selected by each of the families. Ask them to prepare a traditional or contemporary dance they will share with the others.

	<p>Each nation has their traditional dances and music, that are used to pass on values, beliefs and to mark the important moments in life - births, weddings, various religious and other holidays. Music helps us express ourselves, we listen to it both when we are happy and when we are sad. By learning lyrics to songs we practice our memory, and by imagining scenes/situations that accompany music, we develop our imagination.</p> <p>Through dance, we express our emotions, we bond with others, we relax (muscles relax, tension and stress subside), we laugh together and have fun.</p>
	<p>A DANCE FROM MY HOMELAND</p> <ul style="list-style-type: none"> • Ask the participants if and when they listen to music, what sort of music they like, when they dance, ask them to describe their traditional dances. • Invite the families to present their dances (traditional, or dances they like, or dances they have choreographed to a song of their choosing); if other families like, they can join in and all dance together. Present your own traditional dance or a dance of your choosing, to encourage the families.
	<p>Emphasize that traditional dances help people connect, have an impact on identity and preserve the culture of a nation. Many traditional and contemporary dances are universal, they are enjoyed by kids, youth and adults in different parts of the world (tango, waltz, samba, rumba, polka, flamenco, hip-hop, sirtaki, salsa, Irish dancing, kolo...)</p>
	<p>MESSAGE IN A HAT</p> <p>Hand out pieces of paper or stickers to all participants. Each family should write and/or draw a short, kind, encouraging, positive message. When they are done, they place their messages in a hat, the messages are mixed, and as they leave, each family should draw one of the notes.</p>
	<p>Evaluation. Agreements.</p>

Risk points:

Ensure privacy for this workshop (close doors, draw curtains, ask that you not be disturbed). Some cultures prohibit women to dance in public, so check with mothers before the workshop to see if they agree to participate. If they cannot dance, check to see if the fathers would participate. This workshop can elicit negative comments to certain cultures/prohibition of dancing in public. Ask the participants to show respect for all cultures. This is a chance for them to get to know each other better, learn about other cultures and have fun.

Working supplies:






- A hat
- Stickers/paper
- Drawing and writing utensils

Equipment

- Laptop/mobile phone with previously prepared music

Workshop P6: OUR JOURNEY

Objective of the workshop is for the families to collect their impressions of their journeys in a creative way, to remember what they learned and where, and how they can use that knowledge.

	Start the workshop with a short introduction, saying that the workshop is aimed at reminding them of what they have learned, discovered, seen on their journey. Which of these experiences were new, interesting, useful, applicable, fun, strange...
	<p>DURING THE JOURNEY, WE LEARNED...</p> <ul style="list-style-type: none"> • Ask the participants to depict their journeys, within their families, and the most important points they have learned. Tell them to think about where they were, what they learned, in which way, who helped them. Why this is important to them. They can write it down, illustrate with symbols, draw... They can give their journey a name, if they wish. • Ask the families to share their journeys with others.
	Emphasize that every situation is a potential learning opportunity. Their journey may be long, arduous, uncertain - but it is certainly full of learning opportunities. As they pass through, or stay in different countries and meet different people, they should use these opportunities to learn as much as they can. Each information, knowledge, skill may be important, both for adults and for children.
	<p>WE ARE SUPERHEROES</p> <p>Remind the participants who superheroes are - people with superpowers who can overcome different obstacles. Show them simple movements: how Superman flies (lift up your arm), how Spiderman casts his web, how the Hulk flexes his muscles, then ask them to repeat the movements with you. Give out instructions in a random order, faster and faster.</p>
	Evaluation. Agreements.

Risk points:






Some participants may focus on difficult, painful situations, losses... Support them in sharing what is important to them, but gently steer them towards the topic of the workshop - what interesting things they saw, learned, who they met, if they learned any words in a foreign language...

Working supplies:

- Paper
- Drawing and writing utensils

Workshop P7: OUR QUIZ

Objective of the workshop is for families to bond and socialize by solving puzzles.

	<p>Prior to starting, present the quiz rules (e.g. each family is a team; everyone should have fun and cooperate...) and any additional rules, if needed.</p>
	<p>PUZZLES</p> <ul style="list-style-type: none"> • Distribute puzzle pieces to the teams. Each family should complete a puzzle. Depending on the complexity of the puzzle, set the time and keep reminding the participants of how long they have left. <p>MEMORY</p> <ul style="list-style-type: none"> • Show all participants a newspaper clipping, photo or drawing for 30 seconds, then put it away. Ask them to discuss the photo within their teams for two minutes and then to write down/draw what they saw. Repeat with two, three more photos. Have every team present what they wrote down for the first photo, then show them the photo; repeat for other photos. <p>GUESSING GAME</p> <ul style="list-style-type: none"> • Write down an object/fruit/animal on several pieces of paper. Put the papers in a bag/box. Each family should pick a representative. The representative draws one of the papers and draws the item on it on a large piece of paper, while the members of their team guess what it is they are drawing (the person drawing does not speak about what they are drawing). Set the time for this task (e.g. one minute per item). • Ask the families if they liked the quiz and why. How did they find the challenges, difficult, fun, easy and why.
	<p>Conclude that everyone did well, that it is important that they had fun and propose that they come up with similar puzzles within their families and play together.</p>
	<p>TRY NOT TO LAUGH</p> <p>Split the participants into two groups. Stick a piece of tape on the floor, or set down a piece of rope. Ask the children and parents to line up down the tape, facing the participants from the other group.</p> <p>Ask the members of one group to try to be serious and quiet and the members of the other group to try to make them laugh (with movements, sounds, grimaces...) Have them switch roles after two minutes.</p>
	<p>Evaluation. Agreements.</p>

Risk points:

This workshop should not encourage rivalry between the families, but fun and cooperation.






If the representatives cannot read the item off the piece of paper in the guessing game, help them by reading the task out to them quietly.

Working supplies:

- Paper, cardboard, note paper, large paper (flip chart, packing paper or similar)
- Drawing utensils
- Glue, scissors
- Bag/box
- Newspaper clippings/photos
- A puzzle for each family, made from photographs/drawings.

Workshop P8: LOGICAL AND MATHEMATICAL GAMES

Objective of the workshop is to encourage the development of logical and mathematical thinking in children.

	Present the objective of the workshop. Logical and mathematical thinking is of key importance not just for education, but also in understanding ourselves, others and the world around us. Learning can and should be fun.
	<p>OUR TRIATHLON IN MATHS</p> <ul style="list-style-type: none"> • Organize three types of material, each in its own spot. Describe every game by showing the material and the way it is used. Invite the parents to choose which material they want to use first. Invite them to ask you if they need any additional clarification on how to use materials. Encourage them to come up with their own, new ways. After 15 minutes, have the participants change activities, then repeat once more, so that every family gets to use all materials. <p>BINGO</p> <ul style="list-style-type: none"> • When all families are done with the three activities, organize a Bingo for all participants. Hand out cards and tokens. Agree on what the prize will be for the winners, something that the group can do for them. • Ask the participants how they felt, if they had fun. What they liked best...
	Emphasize, at the end, that mathematical thinking does not only relate to calculations, but it also encompasses abstract, logical, creative and critical thinking.
	<p>LITTLE BIRDS</p> <p>Ask the participants to stand so that everyone has the space to put their arms out. Explain that, when you say PRRR, they should all flap their hands like birds with wings, but when you say PUKUTU, they should stand still. Try it out a few times together, then start giving instructions, faster and faster.</p>
	Evaluation. Agreements.

Risk points:

The first three activities are aimed at learning and entertainment, and not competition among the families. The Bingo can be competitive, but that is not its goal.

Working supplies (depending on the number of participants, prepare the material so that there is enough of it, but that it encourages cooperation and sharing among families)






- Tangram and a sheet of shapes that can be made out of it
- Papers with dots on foils for each family, together with assignments
- Drawings with geometrical shapes for each family, with assignments
- Cards with numbers and bingo tokens for all families. Tokens can be papers, stones, or they can just mark the numbers
- Paper
- Drawing and writing pencils and pens

Workshop P9: CHILDREN – FILMMAKERS

Objective of the workshop is to encourage creative expression among children, using visual media

AGREEMENTS TO BE MADE BEFORE THE WORKSHOP

Before the workshop, you should make an agreement with the children and explain to them what the assignment is - to make a one-minute video that shows their interests, activities, talents... Help them come up with and film, on their mobile phones a short video, or several short videos, alone or with their parents.

	In the introductory part, clarify the objective to the participants and discuss the process.
	<p>OUR CINEMA</p> <ul style="list-style-type: none"> • Ask the children to present their films. Have them describe what they filmed and why. How does the topic of their film relate to their interests. Did they have help and from whom? • Ask the participants to share their impressions.
	Emphasize the importance of spending time on creative endeavours. Mention the opportunities for using technologies for learning and creative expression. Encourage parents to take more interest in what children like, what they spend time on, what they discuss in their free time. If necessary, provide more information on the use of information-communication technologies.
	<p>Thank everyone for their participation and good time.</p> <p>Play a game of the participants' choosing.</p>
	<p>Evaluation.</p> <p>Agreements.</p>

Risk points:

If the children/parents don't have mobile phones that can make videos, help them also share equipment. If this is not possible, organize some other means of creative expression, such as drawing, role playing, advertisement, music videos...

Equipment:

- Laptop, speakers, projector (if there is a possibility of playing the videos through the laptop), or mobile phones

IMPLEMENTATION DOCUMENTATION TEMPLATES

Form 1: ATTENDANCE LIST

Location _____

Workshop no. _____

Moderators _____

Date _____

Participants' signature

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Form 2: EVALUATION SHEET FOR PARTICIPANTS

Workshop no. _____ Moderators _____

Location _____ Date _____

Content of this workshop is applicable to me and my family (circle the statement that applies):

Not at all a little a lot

On today's workshop, what I liked best was:
What inspired me most to think about things was:
From this workshop, I think I can apply:
My suggestions and comments

On today's workshop, I felt (circle what applies and add a word/description under each):



Form 3: PARENTS' WORKSHOP REPORT

Location		
Workshop no.		
Moderator(s)		
Date		
Duration (min)		
Number of participants	Mothers:	Fathers:
	Others (list the number and who was present):	

At this workshop, the most successful aspect was:

--

Did any challenges arise during the workshop delivery? If yes, give a brief description of how you overcame them.

--

Were changes made during workshop delivery, with regards to the script? If yes, give a brief description and the reason for such change.

--

What was the parents' reaction, in your view? What they liked best, was there something they didn't like...

--

List your impressions about the group, how they bonded, what are their mutual relations.

--

List your other impressions on the implementation of the workshop. If you have any ideas for changes or additions to the workshop script, please describe them.

--

Form 4: FAMILY WORKSHOP REPORT

Location		
Workshop no.		
Moderator(s)		
Date		
Duration (min)		
Number of participants	Mothers:	Fathers:
	Boys:	Girls:
	Others (list the number and who was present):	

At this workshop, the most successful aspect was:
Did any challenges arise during workshop delivery? If yes, give a brief description of how you overcame them.
Were changes made during workshop delivery, with regards to the script? If yes, give a brief description and the reason for such change.
What was the parents' reaction, in your view? What they liked best, was there something they didn't like...
What was the children's reaction, in your view? What they liked best, was there something they didn't like...
List your impressions about the group, how they bonded, what are their mutual relations.
List your other impressions on the implementation of the workshop. If you have any ideas for changes or additions to the workshop script, please describe them.

Form 5: MODERATOR'S MONTHLY REPORT

Reporting month	
Organization	
Workshop location	
Report by:	

PARENTS' WORKSHOP

Number of workshops held (on a monthly level): ____

Workshop no.	Number of participants (mothers, fathers and others):

FAMILY WORKSHOPS

Number of workshops held (on a monthly level): ____

Workshop no.	Number of participants (mothers, fathers, children and others):
	Mothers: Fathers: Other participants: Children (list the children's age):
	Mothers: Fathers: Other participants: Children (list the children's age):

What were the greatest achievements, in your opinion, in Program implementation during this month?

Were there any changes in the structure and functioning of the group this month (number of participants, relations in the group)?

In which ways did the interpreter contribute to Program implementation this month? What else could be improved?

What were the biggest challenges you encountered in your implementation of the Program so far? How do you overcome them?

WORKSHOP EVALUATION

Based on individual parent evaluations, sum up the most important feedback for each workshop delivered this month.

Workshop no.	What they liked best was	What inspired them to think was	Implementation

Based on individual parent evaluations in the table, list their assessment of their feelings on the workshop (e.g. five parents listed they were happy at the workshop...)

Workshop no.	Assessment

Describe the joint work on Program implementation this month (if you worked in a pair).

--

MENTOR'S SUPPORT

This month you had (colour in or bold the answer):

- Mentor's visit YES NO
- Online mentor's support YES NO

Has mentor support helped you with Program implementation? If yes, describe how it contributed (in the organizational sense, program sense, related to your skills, problem solving etc.)

--

What other type of support do you need for Program implementation?

--

WORKSHOP MODERATOR'S TEXTS

These texts offer basic information on particular topics, it is recommended that the moderators also use additional recommended and other literature.

Text 1: Daily routines, health care and safety of children

One of the greatest challenges for parents is how to create an environment, a nest, where the child can grow, develop, get empowered and master new skills that will take them forward into new abilities, and these new abilities lead to new skills, and so on in the child's cycle of growing up. Stages in the child's development are physiological stages that each child goes through. How much of their potential the child will reach in which cycle will depend on many factors, which change as the child grows. However, one factor always drives others, it is the sense of security they get from the care their parents give them, together with emotional availability.

The "nest" is not a physical space, it is the natural environment that suits the child, in which the child, in interacting with the members of their family, learns, gains new skills, feels satisfied and happy. Often, families change their place of residence. They change the environments they live in, spaces in which their lives unfold; objects that used to make up their everyday lives get replaced with other objects. Changes happen through planning, in an organized manner, but in some circumstances it can also happen suddenly, without a chance to prepare. Regardless of how the change took place, leaving home is always stressful for the child. The child will adapt to the new environment faster and without consequences, if the change does not disrupt their daily routines.

Parents who are forced to move their families from their homes, due to situations that endanger the health and lives of the members of their families, have a primary need to secure a safe place for their family to survive. They look for safety by moving from place to place. Sometimes, danger passes quickly and families return to their homes and life goes on as usual. Unfortunately, many must leave not just their homes, but also the towns or villages, and countries they live in. This journey, which is "a path into a better tomorrow" for the families, and which everyone embarks on precisely for the benefit of their children, to allow them to grow in an environment that every child deserves, carries the most obstacles and risks for the children. The younger the child, the greater the risks that threaten them on the way.

Traveling with children, parents run into many challenges, firstly how to provide adequate food that is suitable to the child's age. Satisfying the children's nutritional needs on the jour-

ney is the greatest challenge faced by all countries and organizations that provide support to families during the migration crisis.

The child grows and develops during the journey, they master new skills and learn. Conditions in which this takes place are often not favourable environments for a child's development. Children need healthcare supervision, conditions for personal hygiene, for regular sleep, play, their parents to be available to them, daily routine. The parents' response to all these needs forms the "nest" in which every child grows, regardless of where they are at the time. Children need to feel secure, always and at all times. For a child, the source of security is their parent/caretaker.

How do we help parents/caretakers to provide security for the children, at times when they themselves feel insecure?

Wherever the child may be, they have the same needs that the parent needs to satisfy. It is not simple to rise to this challenge at all times. Parents need support to grasp the basic needs of the child that transcend the need for food, hygiene, clothes; to help them focus on keeping up with and responding to the child's emotional demands, learning, play, developing a relationship that makes the child feel secure in any environment the family finds itself.

Each child needs a stable environment to grow up in. For a child, this means parental practices they can recognize, a clear daily rhythm, an environment where the child feels good, warm interaction in social communication. In situations of constant movement, where settings they are staying in are culturally different to their country of origin, where communication is limited due to the language barrier, where they live in collective accommodation, it is difficult for parents to see their parental role beyond satisfying the basic existential needs.

During the journey, the parents themselves pass through traumatic experiences, which diminishes their parental capacities. Parents are the window through which the child views the events of the outside world and the umbrella that shelters the child from it. Building a nest for the child is a never-ending parenting process. The twine that holds the entire nest together is the routine daily activities that satisfy hygienic needs, the meal schedule, marking family, religious or cultural events, family plans related to the current place they are staying at, long-term planning. Regardless of the current living conditions, through recognizable and clear daily activities and a place the child recognizes in organization of their family life, and by maintaining interactions with the child by monitoring their reactions and providing them with the necessary support, each family creates security and a space where the child can grow, avoiding the risks of growing up during a journey.

Children's health is the primary parents' concern. They put all their efforts into maintaining the health of the children. However, at an early age, a child often suffers from infections that may present with fever, cough, vomiting, frequent stools. Appearance of any of these symptoms unsettles the parents, especially if medical services are not immediately available. This is why it is good to remind the parents of the proper actions in these situations, so they can help the child until they reach healthcare services.

In case of fever, the child should be relieved of excess clothes, their face should be washed and liquids should be offered. If possible, temperature should be taken. Temperatures exceeding 38.5 C require medication.

If the parents are unable to take the child's temperature, it is very important for them not to overheat the child, but to take excess clothes off, keeping the child in light, comfortable clothing.

The child should be cooled off with lukewarm water and compresses, and not with cold water or alcohol compresses.

The child will not be in the mood for food, so only small meals of a few mouthfuls should be offered; it is important to provide fluids and offer them to the child often.

Monitor the child's reactions, their mood, how they communicate, if they can sleep, and if the fever is very high, exceeding 39, the child should be woken up and bathed in lukewarm water, or lukewarm compresses should be used to bring the fever down.

If there are no other symptoms in addition to fever and the child is in good general condition, medical advice should still be sought if the fever persists for two days. If there are other symptoms present in addition to fever, and the child's general condition is bad, a doctor should be seen as soon as possible.

If the child is coughing, they should be offered as much fluids as possible, as this will help them get the mucus out. If the cough is disturbing the child's sleep and the child appears fatigued or exhausted, expert help should be sought.

In case of vomiting/frequent stools, it is important for the parent to wait and not give the child fluids immediately; after half an hour, the child should be given one teaspoon or sip of fluids every 5 minutes in the first hour, then 2-3 teaspoons every five minutes; fluids are taken gradually, so that a large quantity of fluids doesn't cause more vomiting or stools. Food is not a priority in this case, when the vomiting/stools subside, a few mouthfuls are offered. If vomiting/frequent stools are present continually, so it is impossible for the child to keep fluids down, support should be sought from the medical team. If the child is exhausted and fatigued, despite drinking fluids, this is also a reason to seek medical assistance. Explain to the parents that children can quickly lose fluids and that it can be deceiving to see a child apparently handle vomiting or frequent stools quite well for a while, then quickly get dehydrated.

Injuries such as wounds, scratches, lacerations are frequent among children and the most important thing to do is to wash them with clean water, and cover them with a clean gauze or cloth if the wound is large. Do not put anything on open wounds that was not recommended by the medical team. All injuries that cover larger surfaces or bleed profusely require medical assistance.

Injuries in children happen as a consequence of their curiosity and the parents' failure to recognize potential risks in the space that the child is staying in. Each age of the child comes with its own risks. Injury prevention means directing the parent to observe a space from the angle of the child's abilities; this is why it is important that the child be under adult supervision outdoors. An older child cannot take care of a younger child, as the older child may be caught in a situation that will lead them into danger, as they do not have the ability to anticipate risks like an adult would.

Small children should always be accompanied by parents and older children should be given clear boundaries, on where and when they can be on their own, when they should check in with their parents and ask permission for a new activity or place they want to go to... The parents should be encouraged to supervise children during their independent activities. This sends a message to the children that they are there at all times, but it also sends a message to everyone who may be observing the children from the side that the child is always supervised by someone from the family. By empowering parents to know where the children are at all times, we empower children, prevent unwanted events, and have quick parental interventions in emergencies.

Text 2: Personal and family strengths employed for stress coping and supporting the children's wellbeing and resilience

STRESS arises when a person judges that the situation requires investing increased efforts to adapt and observes a gap between their capacities and what the situation demands; and when characteristic psychological and physiological changes occur related to that¹⁰.

Stress is our reaction to challenging situations, events and people around us.

Stress is not caused by an event, per se, but by the perception of the situation that the individual sees as demanding, or in relation to which there is pressure from others.

A **stressor** is anything that causes stress, starting from immediate environment, health status, events and social situations. Some stressors are universal and some are specific for the individual.

Refugeehood and migrations due to war, breach of human rights, poverty or natural disasters come with a multitude of stressors such as damaged health, abuse, death of loved ones, leaving one's home, loss of property...

Pleasant situations can also be stressful if they cause strong feelings, if they are unexpected or long awaited.

Stress often causes suffering and illness, but it can - and should - also spur personal development. Individual and group reactions to a potentially stressful event can be very different. Personal capacities and the support from others may affect how a person copes with stress, how they will approach the stress situation and what they will learn from it.

Children and adults can react to stress with changes on the physical, mental, emotional and social plane. The reactions are often multi-faceted, interconnected and they affect overall mood and behaviour:

- physical/bodily reactions: feeling tired and exhausted, muscle tension, problems with breathing, sleep disturbance, appetite disturbance, voiding issues, becoming prone to illnesses etc.
- cognitive reactions: diminished concentration, memory problems, reasoning issues, impaired decision-making, lack of organization etc.
- emotional reactions: fear, anxiety, anger, sorrow, irritability, concern, loss of energy and motivation, the feeling of hopelessness or helplessness, feeling overwhelmed, impulsiveness, loss of control, depression etc.
- relationships with others: isolation, loss of interest in others, clinginess, aggressive behaviour, etc.

Being empowered is opposite to feeling helpless and powerless.

Empowering relates to measures that are undertaken to increase confidence, advocate interests and improve the control over our lives. Self-empowerment or empowerment with help from others allows the person to start perceiving themselves as competent and powerful, to recognize their capacities and possibilities for action.

A person who feels strong, recognizes and appreciates their own uniqueness. They can confidently set realistic goals and achieve them. They develop their potentials and use every

¹⁰ Lazarus & Folkman 1984

opportunity. An empowered person recognizes their strengths and weaknesses, they are aware of their capabilities and limitations, they do not underestimate or overestimate themselves. When a parent is empowered, they can provide better support to their children and their entire families.

Personal strengths encompass:

- Self-confidence, i.e., belief in ourselves, our strengths and capabilities, which is the first step to success.
- Making choices and responsible decision-making - the ability to see all possibilities and make the best choice in the given situation.
- Ambition to fulfil our desires, defined through individual steps.
- Willpower to implement the planned actions, regardless of internal or external hindrances.
- Perseverance and persistence to achieve what we planned and what we desire, and not to give up due to obstacles or initial failures.
- Concentration - the ability to focus our attention to a single thought, object or activity in the given moment and stay focused regardless of distractions. This helps us decrease the dissipation of our energy and achieve better results.
- Imagination, which is a powerful force that helps us relax, see new opportunities and creatively solve problems.
- Ability to stay calm at the level of our feelings and thoughts, so that what others say and do does not affect us.

Stress prevention and coping measures

Messages for parents

- Take care of your children, show them how much you love them, hang out with them, enjoy common activities.
- Plan every day well. (Good planning is key to finding time for all activities and for filling the time. It is important to plan the children's day, make a schedule in which calmer periods are followed by more dynamic activities and vice versa, and provide them with time for socialization and entertainment, rest and learning).
- Take care of yourself, your body and your health. (Physical activities such as walks, exercise, sports, running contribute not just to better health, but also to better mood).
- Pay attention to breathing and body position.
- Focus on values that guide your behaviour. Current challenges are just obstacles in your path.
- Find time for yourself, socialize, have fun, do what you enjoy.
- Let relaxation become your daily routine: do muscle relaxation exercises. Listen to music and dance. Spend time in nature and parks, as much as you can. Find time for yourself, spend time with others, have fun, engage in activities that bring you joy.
- Consider your feelings, recognize them, accept them, express them, share them with others. Learn how to cope with fear, sorrow and concern. Learn to enjoy and share moments of happiness.
- Express gratitude and love for yourself and others through words and gestures.
- Be open to new ideas and practices.
- Accept that you are not all-powerful and ask for help when you need it.

- Be creative, create, express your talents, daydream.
- Get informed, do some research, learn and apply something new every day.
- Care for others and help them (not just your children and members of your family).

Check with the parents to what extent these measures are acceptable in their cultural context and help them find acceptable ways to implement them (both women and men).

These measures are applicable to children as well, adapted to their age, needs, habits and experiences. Adults should show children that taking care of physical and mental health is equally important, and teach them how to do so.

Moderators can show the parents specific stress reduction activities, if they are familiar with them: breathing exercises, tension release exercises, guided fantasies etc.

PSYCHOSOCIAL WELLBEING is the state of complete health of the individual and it includes physical, cognitive, emotional, social and spiritual dimension. It also includes the level of development of our personal potential to understand ourselves, our relationships with others and to undertake action.

Wellbeing means that the child's needs are met and that the child is not in danger of abuse, exploitation, violence and neglect. This is a desired state that we strive for, and which changes depending on circumstances.

Wellbeing, for children, means that they know and respect themselves, feel loved, that they have empathy, feel healthy, have the opportunity for creative expression, have a positive attitude to life, have success in learning and feel like members of a group and community.¹¹

Psychosocial wellbeing is a complex concept that indicates that it is necessary to give the child comprehensive consideration, of their potentials and traits, but also of the conditions they are growing up in, love and stimulation they get so that they can develop harmoniously. The ways in which we care for, bring up and teach the child, as well as our overall attitude towards the child help develop and maintain the child's wellbeing.

Family is the most important factor for creating and preserving the conditions for the child's wellbeing, especially in difficult living conditions and stressful situations that the child is exposed to.

Psychosocial support should contribute to preserving the child's wellbeing, which includes biological, emotional, spiritual, cultural, social, mental and material aspects of experiences, behaviours and relationships with others, which are all interconnected and affect each other.

Psychosocial support means supporting the child's emotional stability and sense of security, development of their self-esteem and self-confidence, cognitive development and learning, the child's behaviour (especially decreasing aggression, preventing self-isolation, establishment of self-control etc), establishing and maintaining the relationship with peers and adults.

PSYCHOLOGICAL RESILIENCE is understood as the capacity to adapt to trials and tribulations, traumas, tragedies, threats, which allows the person to maintain their integrity and health (Rutter, 2000; A.P.A., 2006 ref. in: Ius, Milani, 2010). It doesn't mean just the capacity to resist, but it also encompasses the process that allows people to overcome challenges and stressful situations and use them in a constructive and creative way, to build a new path for their lives (Vanistendael & Lecomte, 2000).

¹¹ Based on NCCA, 2009, 2009d; Centre for Early Childhood Development & Education, 2006.

Resilience, just like wellbeing, is not a permanent, unchangeable condition, it is a part of the process that leads to the desired goal.

A person who is resilient has developed self-esteem, self-confidence and a positive self-image. They are not afraid of their feelings and take them into consideration, so that they can learn to recognize and manage them. They plan their time and their life. They have developed communication and problem-solving skills.

Psychological resilience is a person's capacity to adapt to change and difficult circumstances with minimal harmful consequences. Resilient persons have the ability to learn from experience and come out of crises empowered, with new personal strengths, experience, knowledge, skills.

Resilience is developed through emotional regulation, by establishing relationships with others, adopting constructive problem-solving skills, application of protective and preventive mechanisms.

Resilience includes rational understanding of the situation, its assessment, efficient, effective and creative problem-solving. It encompasses understanding one's feelings and attitudes towards a given situation, one's choices and the ability to undertake meaningful action.

Resilient families are more successful in adapting to change, persevering in face of difficulty, they adapt and develop resistance to stress.

Children learn resilience by modelling, from their parents and other family members. Attitudes towards difficulties and challenges are specific for each family, it is a more-or-less developed family strength.

To support resilience in children, it is necessary to:

- Build a support network comprised of family members, experts, activists...
- Encourage the development of key competencies such as self-confidence, understanding good and bad and coping with stress.
- Provide them with security, encourage them to develop a positive self-image, self-respect, self-confidence.
- Encourage them to make choices and accept responsibility for their actions, learning and schooling.
- Teach them how to recognize and understand their emotions, how to manage them and develop behavioural self-control.
- Help them to develop empathy, establish close familial and friendly relations.
- Allow them to play, recognize and express talents and interests and express their humour.

Text 3: Application of positive discipline in everyday parenting

Positive discipline is a program created by Dr Jane Nelsen, who is also the author of the set of handbooks for teachers and parents. The work of Alfred Adler and Rudolf Dreikurs inspired this program, which was aimed at teaching young people to become responsible, capable and respected members of society.

UN World Report on Violence Against Children for 2006 showed that child abuse happens in family homes in all countries in the world, that it is based on age-old practices and the lack of

awareness of the rights of the child and negative consequences that abuse leaves on children.

Within the long-term strategy on improving national policies for the support of families and ensuring the rights of the child, Save the Children supported the creation of the hand-book *Positive discipline in everyday parenting*, written by prof. dr Joan E. Durrant¹². This text contains further references to this program.

Positive discipline is based on the right of the child to healthy development, protection from violence and participation. It unifies knowledge on child development, findings of research on successful upbringing and the principles of the right of the child.

Positive discipline is neither authoritative nor lenient (permissive) parenting. It provides long-term solutions that encourage the development of self-discipline and life skills among children. Positive discipline teaches non-violence, empathy, self-respect, rights of the child and respect of others.

Three objectives of positive discipline are to:

1. Provide a valid and effective substitution to physical and emotional punishment.
2. Improve the parents' understanding of the rights of the child.
3. Provide concrete and constructive "tools" for the resolution of conflicts between parents and children.

Positive discipline is both an approach to upbringing and a way of thinking. It is non-violent as no form of punishment is accepted as a method of disciplining the child. It encourages the development of self-discipline, self-control and compassion in children. The objective is for the child to understand that the rules are there to protect them, other children and adults and that there are consequences if rules are broken.

Positive discipline is based on a relationship of trust and respect between children and parents. It starts from the strengths and competencies of parents. It takes into consideration the context (family values, culture, religion) of the parents' behaviour, but clearly advocates for the rights of the child.

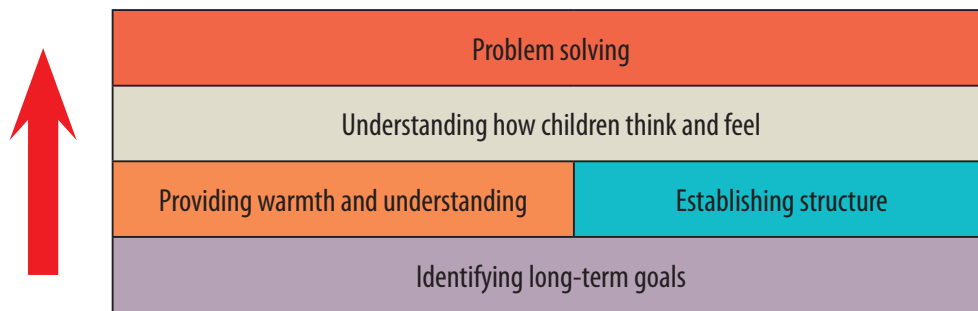
Positive discipline is an approach that doesn't offer ready-made solutions, but encourages a way of thinking that leads to constructive behaviour of the parents, and therefore also of the child. It teaches parents to observe and understand the thoughts and feelings behind the child's behaviour and cause that behaviour.

It promotes parental strategies that encourage the child's learning so that the child's behaviour is increasingly guided by their personal understanding and decreasingly by external control.

Positive discipline teaches children knowledge and skills needed to: communicate effectively, resolve conflicts without violence, feel secure, make good decisions and respect others.

¹² <https://www.savethechildren.org.au/getmedia/48508128-ec7d-4792-b234-238668c48475/positive-discipline.pdf.aspx>
<https://nwb.savethechildren.net/sites/nwb.savethechildren.net/files/library/pozitivna-disciplina-roditelji-web.pdf>

Steps for implementing positive discipline:



Long-term and short-term goals of upbringing

Short-term goals: when the parent wants the child to (NOT) do something now, right away, and they are not thinking about the consequences for the child's development or of the methods they are using, that means that they are focused on short-term goals. Orders, criticism, verbal and physical punishment are often used in such situations.

Long-term goals: when the parent is carefully choosing their actions and words in line with what they want their child to be like in the future, what traits and qualities they want them to have, and what kind of relationship they want to develop with their child, it means they are guided by long-term goals.

To achieve long-term goals of bringing up a child, the parent provides the child with warmth - love, tenderness and security, while at the same time establishing structure - clear boundaries of behaviour, rules that are observed and that, when broken, bring about certain consequences.

Warmth provides the child with security and encourages trusting adults. When they feel safe, children learn better, develop better relationships with adults and peers, have courage to explore, discover and try new things.

The way the parent will express warmth will depend on the child's age, their and their child's preferences, as well as tradition. It is necessary to check with the child, to see what they like, and to respect that.

Warmth can be provided to the child in different ways: providing emotional security; showing unconditional love; showing connection (physically and verbally); respecting the developmental stage of the child; sensitivity to the child's needs.

You can tell the child, "I love you"; you can hug or caress the child (in a way the child likes). But, in addition to these ways that are usually the first things that comes to mind when we think about providing warmth, it is also necessary to listen to the child attentively, laugh with them, have fun, play. To put one's self in the child's position to better understand the child, to comfort the child, support them when they are facing challenges, appreciate their effort and celebrate their success.

Establishing structure: There are different ways to establish structure necessary for the child's upbringing and learning. Context, age and personal traits of the child should all be considered.

The parent should: express their expectations of the child in a given situation, in advance; provide the child with enough information needed to make good decisions; remind the child of the rules of behaviour; control their anger; be consistent, fair and flexible; help the child

understand the consequences of their behaviour; help the child correct what they have done.

The parent should talk to the child often and listen carefully; provide a good role model with their behaviour; not scare the child with punishment.

Many countries have introduced a legal ban on corporeal punishment of children, but this should not be the only motivation for the parents to replace it with positive discipline. If they want to support their child's wellbeing, they will develop and apply supportive authority that gives children a freedom of choice; develop the child's self-discipline based on internal motivation, strengthen their self-awareness and responsibility; require respect for authority in the positive sense and not out of fear, control the surroundings and conditions, and prevent unwanted behaviour - and not control the child, as well as apply protective use of minimum force only in cases when the child's safety needs to be protected (e.g. move the child away from danger, split up children engaged in physical conflict).

Rules of behaviour within the family

It is necessary to talk to children about the meaning of rules and to adopt them together. Rules should apply both for children and for adults, and some may be added if necessary specifically for children, or for adults. Rules need to be formulated so they can be understood, using words and phrases the children know. Rules should point out the expected, desired behaviour and not what is prohibited (as this leads to the child not knowing what they can and are allowed to do).

They should be posted in a visible place, with frequent reminders, changed and complemented as needed. To ensure that younger children, who cannot read, can understand the rules, symbols and drawings may be added next to them.

Parents should require consistent respect of the rules. Consequences of breaking the rules should be agreed with the child and should be such that they support learning and not punish the child. Consequences should be naturally related to what the child had done, giving them a chance to learn, develop self-discipline and correct what they had done.

Alternatives to punishment, advice for parents

The point is to inform the child preventively, without threats or blackmail, with clearly stated expectations. It is important for the child to be given choices and alternatives, and to always discuss concrete behaviour and actions and not to attack them personally. Hope should never be denied, nothing is forever and unchangeable, the child should be steered towards mitigating the consequences of their behaviour. If nothing works, measures should be undertaken that are a logical consequence of the concrete behaviour, that are timely and feasible for the child. At that, consistency and clarity are very important.

Text 4: Lifelong learning - how parents can support their children in learning and education

Parents are their children's first and most important teachers. Support they provide and the example they give set the tone of the child's attitude to learning and their achievements.

Children on the move face great challenges when it comes to education. Some children have not yet started school, some had to stop their schooling when they left their homes. Some have been on the journey for years, during which they were not involved in formal

education, while others attend classes in the countries they stay in temporarily. Each child, regardless of their experience with migrations and schooling, encounters similar challenges when adapting to different educational systems, classes in different languages, new surroundings.

When it comes to schooling, parents are usually focused on the requirements set by schools, learning the subject matter, preparing the child for oral presentations, tests, quizzes. Parents also face the challenge of responding to school requirements and providing support to their children with regards to homework, learning actual lessons, required reading... Many parents do not feel secure in this domain, so they should be encouraged to cooperate with teachers and schools.

Competencies for lifelong learning¹³

Knowing facts no longer cuts it in the modern world. We don't know what the world will look like when children grow up, but we do know that they need to develop general competencies that will allow them to successfully adapt to change.

Children should develop competencies that help them find their way around their surroundings as they grow up, and prepare for the future that awaits. They should develop knowledge and skills that are not important just for their schooling, but for all aspects of their lives.

Competencies are complex combinations of knowledge, skills and attitudes needed to perform a certain activity under realistic circumstances. This requires the person to understand the situation at hand, to have a repertoire of possible actions to undertake and to be trained to perform them.

"Key competencies represent portable, multifunctional toolkits of knowledge, skills and attitudes that everyone needs for their self-actualization and development, inclusion and employment. They should be developed by the end of mandatory schooling or training and serve as the foundation for further learning, as a part of lifelong learning."¹⁴

Key competencies (European key competencies framework) are:

1. Communication in the native language: oral and written expression of thoughts, emotions and facts.
2. Communication in a foreign language: oral and written expression of thought, emotion and facts, mediation and intercultural understanding.
3. Mathematical literacy and basic competencies in science and technology: adding, subtracting, multiplication, division in everyday situations; use of knowledge and methodology for interpretation of the natural world.
4. Digital competencies: use of digital media for work, communication and free time; logical and critical thinking, information management and communication skills.
5. Learning to learn: ability to organize one's own learning, problem solving, adoption, processing and evaluation of new knowledge and their application in different contexts in life.
6. Interpersonal and civic competencies: effective interaction with individuals and in groups, resolving conflicts in public and private spheres.
7. Entrepreneurship: ability and readiness to accept other people's, or to create one's own

¹³ Kompetencije za celoživotno učenje ("Competencies for Lifelong Learning"), Doc.dr Aleksandra Pejatović Dr Violeta Orlović – Lovren. https://www.cipcentar.org/i_roditelji_se_pitaju/PDF/validitet%20obrazovanja/Kompetencije%20za%20ce%20lozivotno%20ucenje.pdf

¹⁴ Europa – Summaries of EU legislation: Key competences for lifelong learning https://www.cipcentar.org/i_roditelji_se_pitaju/PDF/validitet%20obrazovanja/Kompetencije%20za%20ce%20lozivotno%20ucenje.pdf

innovations; taking responsibility for actions, development of a strategic vision, setting and accomplishing goals and motivation for success.

8. Cultural expression: valuing the importance of creative expression of ideas, experiences and emotions in different media, including music, literature and applied art.

Inclusion of migrant and refugee children in formal education - primary education

Enrolment of migrant and asylum-seeking children into school, selection of courses, scope of attendance, inclusion in extra-curricular activities, grading etc. is regulated by relevant legislation and instructions. Inclusion into schools is organized and moderators should be informed on which individuals and institutions are competent for it, and should refer parents to them.

This text is not aimed at presenting legislation and procedures pertaining to the children's schooling, but at giving moderators the information necessary for delivery of workshops in the thematic field that pertains to the parents' support to the children's education and schooling.

Right to education and importance of inclusion of migrant and refugee children into primary schools¹⁵

In 2016, General Assembly of the UN adopted the New York Declaration for refugees and migrants to improve the mechanisms to protect people on the move.¹⁶ One of the obligations of UN members is to include the children into quality education, together with their peers, as this is very important for their psychological wellbeing, sense of stability and "normalcy" in a situation of crisis and uncertainty, it encourages the development of resilience in children, improves their self-confidence and strengthens their social competencies.

Education plays an important role in supporting migrant and refugee children to find their way around their new environment, learn the language, meet their peers, learn about the country that has accepted them and integrate better. Education provides an opportunity to gain knowledge and formal qualifications that will be important for their future schooling and gaining qualifications for employment. Inclusion in the school system provides an opportunity for the parents to have time for their chores or for rest, as well as to devote their time to their younger children.

Adapting the organization of work, methods of teaching and content to facilitate inclusion of migrant and refugee children into the school process simultaneously contributes to the development of inclusive policies and practices of the school and to the improvement of the teaching staff competencies. Domicile children and their parents, as well as school staff, have an opportunity to personally meet people from various parts of the world, learn languages and get informed about other cultures.

Inclusion of migrant and refugee children into primary education in the Republic of Serbia is in line with the Constitution of the Republic of Serbia, the Law on the Foundations of the Educational System, the Law on Prohibition of Discrimination, Law on Asylum, Rulebook on detailed criteria for recognition of the forms of discrimination committed by employees, children, students or third parties in the educational institutions.¹⁷

"Professional instruction for the inclusion of refugee and asylum-seeking students into the

¹⁵ Law on Ratification of the Convention of the United Nations on the Rights of the Child, (*Official Gazette of the SFRY - International agreements*), no. 15/90 and *Official Gazette of the FR Y - International agreements*, no. 4/96 and 2/97).

¹⁶ The New York Declaration for Refugees and Migrants, 2016. http://www.un.org/en/gasearch/view_doc.asp?symbol=A/RES/71/1

¹⁷ <http://www.mpn.gov.rs/wp-content/uploads/2018/01/jan-ar-2018.-Obrazovanje-ucenika-migranata-u-RS-1.pdf>

educational system" was submitted to schools in May 2017.¹⁸ It was elaborated by the Working Group for the support of education of refugee and asylum-seeking students in educational institutions. It builds on the experience of inclusion in the educational process and provides additional support to children from vulnerable groups.

Parents and caretakers need to be given information on the rights and opportunities for attending classes and inclusion into the schools' extracurricular activities, they need to be involved in planning and organization and provided with an opportunity to establish communication with the school. More detail on recommendations for the organization of formal primary education can be found in the research entitled "Safe and supportive primary school environment for refugee and asylum-seeking students".¹⁹

It is important for the parents to get the following information on:

- Right of the child to education and on the educational system of the country they are staying in
- Conditions for education (grade, subjects, language, extracurricular activities, code of conduct, duration of classes, recesses)
- Employees in the school - teacher, head teacher, psychologist, pedagogue and who the parents and children can turn to
- Organizational matters (school, transportation, number of classes, child's assistants)
- Support options (supplies, snacks)
- Their right, as parents, to be actively involved in the work and life at school.

Parents should be encouraged to regular communication with teachers, pedagogue, psychologist.

If there is organized transportation for the children from the collective centre to the school, parents do not have many opportunities for personal contact with their children's teachers. It should be kept in mind that it is very important to parents to get to know the space where the child spends their time, persons to whom they entrust their children, the peers that the children will learn and socialize with. Parents should be encouraged to visit the school, meet the teachers, keep up with the child's adjustment, monitor their inclusion in the peer group, progress in learning etc.

What can parents do to facilitate the child's integration into school, encourage and motivate children to learn, meet their peers, socialize, motivate them to study and integrate into their social group:

- Give them as much concrete information on the school, classes, rules etc. as possible
- Learn some words and phrases in Serbian that may help them in their first contact with peers and adults
- Discuss the way in which the child wishes to present themselves
- Advise the child how to respond to teasing or provocation from other children (if the need arises)
- Explain who are the adults at school and who the child can turn to for help

¹⁸ <http://www.mpn.gov.rs/strucno-uputstvo-za-ukljucivanje-uceni-ka-izbeglicatrazilaca-azila-u-sistem-obrazovan-ja-i-vaspitanja/>

¹⁹ Research conducted within the project "Inclusion of children and parents in situations of refugeehood and migration - needs assessment and support to parents" implemented by CIP - Centre for Interactive Pedagogy and Save the Children, based on the Memorandum on cooperation of Save the Children and the Ministry of Education, Science and Technological Development of the Republic of Serbia. Research was conducted with the aim to define guidelines, based on the data, on improving processes of inclusion of children into formal primary education and care, and to create a safe and supportive context inside schools for their learning and development.

- Provide detailed information on how the transport to and from school is organized, and about the assistant...

How parents can help children during their schooling:

- Talk to their child about how they feel at school, who they hang out with, what they do at recess...
- Show interest, not insist and not interrogate every day about how the school day went, but rather remind the child and provide them with opportunity to share what they wish
- Provide space for learning and homework
- Provide time within the daily schedule when the child can study on their own, and when they can revise with parents or clarify what they have learned
- Encourage the child to learn the language, direct them to different sources
- Encourage the child and cheer them on when they falter, when they are having a hard time, when they don't understand the language etc.
- Keep track of how the child is studying, if they are doing their homework, if any
- Keep track of the child's progress
- Encourage the child to ask for help from peers and teachers at school
- Encourage the child to get involved in one of the clubs at school

There are different ways that parents can encourage general abilities and competencies of children in everyday activities:

- Conversation, listening to the child
- Asking questions, respecting the child's opinion, debate - exchanging opinions, encouraging the child to find creative solutions
- Joint planning and implementing activities, division of responsibilities
- Joint adoption of rules of behaviour, playing board games with rules
- Engaging in sports (especially team sports), encouraging teamwork, cooperation
- Encouraging the development of speech, telling stories, asking questions
- Supporting curiosity
- Exploring, using different sources of information (books, other people, the internet...)
- Teaching children responsibility, taking over housework in line with age
- Leading by example

Text 5: Moderator self-protection - management of stress and burnout

Helping families and children who have been through different and often very difficult experiences brings many challenges, but also a lot of gratification. The biggest challenge is to establish contact, talk to, understand and help people in special emotional states, who are grieving because they had to leave their country, family spaces and environment, people who fear for theirs and the future of their children or mourn losses. Experts, activists, moderators, volunteers and others are often exposed and facing psychological consequences of working with persons and families that are, in some way, traumatized. Despite having a firm belief in what they do, often the resolution of numerous problems falls outside of the scope of their abilities, with the problems often repeating and sometimes not having adequate solutions, which makes work difficult. In addition, in work with vulnerable groups, the persons working with them are often exposed to great emotional exhaustion as they are constantly aware that the needs of vulnerable groups are different, complex and of priority to each individual, and satisfaction of these needs is difficult. They could be exposed to verbal and physical threats, especially if the solution to the problem is not in sight. The people immediately around them, as well as the community at large, can also be in denial of these problems, meaning that they do not get support from the public.

It is important to know that through this process of working and providing psychosocial assistance, everyone involved goes through change and this change can be both positive and negative, but these are all natural reactions to traumatic situations. Due to higher risks of endangered mental health and wellbeing for the persons who work with families and children in camps, they need to seek professional support if need arises, and understand their own reactions to situations they are exposed to. These different situations can impart change on the persons who work with and help families, so protection from stress and burnout is one important aspect that needs to be discussed and mechanisms of protection applied. When it comes to burnout, the changes that can be observed are higher rigidity, resistance to change, alienation from one's family and family members, suspiciousness, lack of creativity, feeling of decreased work capacity, being burdened with the idea that incompetency will prevail, with meaninglessness of the work and fear that someone will discover it all.

In prevention of burnout, it is important to take care of the working resources, working conditions and, most importantly, organization of work. When it comes to burnout risk assessment, it is most important to ascertain the burden of labour, working hours and number of people served; unclear roles and expectations from moderators; unclear objectives during work; assessments of the possibilities of personal development; assessment of exposure to difficult and negative situations and correlation with the level of exhaustion; appearance of psychosomatic symptoms such as headache, loss of sleep, appetite, fatigue, as well as emotional exhaustion, such as irritability, guilt and helplessness.

Preventive measures that may and must be undertaken encompass primarily the recognition of burnout signs and identification of causes, which allows for contacting experts to help the persons working in special conditions to adopt skills and mechanisms of coping with stress, understanding personal strengths and weaknesses, time management, setting realistic goals, monitoring job satisfaction/dissatisfaction, respect of confidentiality, culture, traditions and values of moderators and families they work with. And first of all, the foundation of prevention lies in good organisation of work, without overwhelming, establishing a

good climate - open and honest communication and mutual respect with a clear code of conduct, control of performance of the assigned tasks and access to information, teamwork and mutual support of those implementing the program and responsible persons. A good approach to burnout prevention should encompass gradual development of job commitment, preservation of positive energy, involvement and effectiveness, as opposed to exhaustion; constant assessment of work organisation in the sense of finding the optimal balance between moderators, work environment and work hours, and early recognition of burnout signs.

Text 6: Interculturality

A man without knowledge of the history of his people, his origin and culture is like a tree without roots.

Marcus Garvey

Interculturality exists in a place where we, people from different groups, can listen to each other, becoming not just more tolerant, but also more open to accepting diversity.

Eugenio Matibag

Different definitions of culture may be found in literature. Culture can be described as the entirety of social heritage of a people or a group of people. It encompasses symbols, language, values, customs, traditional art, knowledge passed down generations, explicit and implied, written or oral, i.e. it encompasses the cultural heritage in all its forms, creativity and diversity of cultural expression (UNESCO, 2018).

Culture is the foundation of human dignity and identity. Importance of culture, or cultural rights, have been recognized in the General Declaration on Human Rights (Article 27)²⁰ and in the Convention on the Rights of the Child (Article 31).²¹ They are defined as rights to access, participation and enjoyment of culture.

There are different classifications in literature: traditional, mass, popular and high (elite); material and non-material. Traditional culture encompasses language(s), knowledge, customs, beliefs, games, art, holidays, food, traditional costume, crafts, architecture, lifestyle. Traditional art represents the collective experience of the previous generations, passes on values and beliefs, forms a link with our ancestors, which is why it is important to preserve it and pass it on to children. Motifs used to decorate clothes, jewellery, objects, spaces are similar in many cultures, as they are modelled after geometrical shapes, objects and natural phenomena.

Globalization brings vast and rapid change, there is almost no country in the world today where only representatives of one culture live, which is why, in addition to respecting one's own culture, it is important to "respect diversity and human rights" (Gošović, 2009:9), i.e. understanding, mutual respect and dialog between groups or individuals from different cultures - interculturality.

Various documents (like the General Declaration on Human Rights, Constitution of the Re-

²⁰ General Declaration on Human Rights, General Assembly of the United Nations, 1948, available at: [http://www.unhcr.rs/media/Opsta%20deklaracija%20o%20ljudskim%20pravima%20\(1948\).pdf](http://www.unhcr.rs/media/Opsta%20deklaracija%20o%20ljudskim%20pravima%20(1948).pdf)

²¹ Convention on the Rights of the Child, General Assembly of the United Nations, 1989, available at: <http://atina.org.rs/sites/default/files/Konvencija%20o%20pravima%20deteta.pdf>

public of Serbia etc.),²² contain the definition of equality of citizens regardless of their ethnicity, language, religion and other individual and group differences, while UNESCO emphasizes also the importance of cultural diversity for the society.

Universal Declaration of UNESCO on Cultural Diversity²³

Article 1 Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations.

On their journey to and through destination countries, refugees and migrants encounter different cultures. These encounters can cause fear, misunderstandings, resistance, conflict but they can also enrich and strengthen the community. Different terms are used to describe it - marginalization, separation, acculturation, assimilation, integration; stereotypes, prejudices, empathy, intercultural competencies develop; societies become multicultural, intercultural...²⁴

Acculturation can be described as the process of adjustment when meeting a new culture. Acculturation can be a two-way process, leading to cultural change at the level of groups, as well as at individual level (psychological or behavioural change). The process of acculturation, according to different studies, is one of the most visible stressors for refugee and migrant families (Kieu, 2016).

Members of a family can adapt to the new culture, i.e. change their attitudes, beliefs etc., to a different degree (acculturation gap). Different authors state that younger members of the family are quicker to accept elements of the new culture, which can lead to a generational gap and conflict (Keiu, 2016, ref. to: Birman 2006, Rick & Forward, 1992; Szapocznik et al., 1978) – between the traditional and new culture. On the other hand, in the acculturation process, education can become a priority over early marriage, for example .

When two or more cultures meet, several strategies are used - separation, marginalization, assimilation, integration. **Separation** means contact only within the group of people who share the same culture.

Showing disinterest in nurturing one's own primary culture, as well as in accepting the new one, leads to **marginalization**. On the other hand, contacts or interactions with other cultures may lead to a change and acceptance of the new culture, with little interest for the culture of origin, which is defined as **assimilation**. **Integration** encompasses the development of a combination of values and identity from both cultures, i.e. inclusion in the new culture with preservation of the culture of origin (Vukojević, 2016).

"Stereotypes are defined as generalizations, schematic and rigid ideas of traits and personalities of people who belong to a certain group, which are rigidly transferred and applied to every individual from that group."²⁵ Stereotypes provide simplified explanations on individuals

22 General Declaration on Human Rights, General Assembly of the United Nations, 1948, available at: [http://www.unhcr.rs/media/Opsta%20deklaracija%20o%20ljudskim%20pravima%20\(1948\).pdf](http://www.unhcr.rs/media/Opsta%20deklaracija%20o%20ljudskim%20pravima%20(1948).pdf)

23 Universal Declaration of UNESCO on Cultural Diversity, available at: <http://www.clubunesco-belgrade.org.rs/univerzalna-deklaracija-unesco-a-o-kulturnoj-razlikosti/>

24 These processes and changes do not pertain solely to the situations of refugeehood and migration.

25 This definition was taken from the internal material of CIP - Centre for Interactive Pedagogy for the training entitled "Neither black, or white - program for working with children/youth, against prejudice, for tolerance and interculturality", p. 7

who belong to certain groups, e.g. *Women drive worse than men; The English are cold; All Swedes are blond; Asians are best at maths; etc.*

Prejudice is defined as a specific type of position, a relatively permanent, subjective (positive or negative) attitude towards certain objects (groups, peoples, individuals, institutions), i.e. as positions that: 1) are not based on factual or logical arguments; 2) are resistant to change; 3) have a strong emotional component.²⁶ "In the narrow sense, prejudice pertains to irrational suspiciousness, negative attitude or hatred for a certain group of people, race or religion." (Group of authors, remote continual professional development program "Building capacities of educational institutions for inclusion of migrant students into the educational system in the Republic of Serbia").

Stereotypes and prejudices relate to people of different ethnicities, members of different subcultures, different occupations, sexual orientation, religion etc. The function of stereotypes and prejudice is to fill in the missing information in situations that are insufficiently clear. Exposure to different messages in the media, in the environment we live in, has led to every one of us having thought or said, at least once, something that can be characterized as a stereotype or prejudice. The key question is what we do in such situations, if we work on reducing them and how? Some initial steps may be: Becoming aware of our personal attitudes, expectations and stereotypes, openness to observing the limitations of our own positions (remote continual professional development program "Building capacities of educational institutions for inclusion of migrant students into the educational system in the Republic of Serbia", group of authors, 2018).

Discrimination may be described as a prejudice in action, it means unequal treatment and withholding of rights to individuals or groups. Types of discrimination include: racism, sexism, classism, heterosexism, religious discrimination, discrimination of persons with developmental issues, age-related discrimination - unequal treatment depending on race, sex, social circle the person is coming from or belongs to, sexual orientation, religion, physical, mental and emotional abilities, age (Vranješević, Trikić, Rosandić, 2006).

Empathy may be described as the ability to perceive and understand others' emotions, i.e. understanding of what the other person is going through by placing one's self in their position (Figure 1. *Looking at the world from another's perspective*).

Multiculturality promotes specific cultural traits of a certain group, accepts and respects the existence of different cultures, but does not insist on interaction. The risk with this approach is the possibility of isolating two or more cultures by emphasizing their differences, without interaction and search for common characteristics. In literature, multiculturalism is described also as the right of "different social groups (primarily new migrants) to preserve their specificities" (Jeknić, ref. to: Mesić 2006:67), while interculturalism rests on establishing relationships, interactions among members of different groups, with emphasis on non-discriminatory behaviour, as well as on "recognizing basic characteristics of human nature, as something in common" (Ouellet, 1991, ref. to Ačaji: 2011:2).

Development of intercultural competencies is seen as important for living in a contemporary society. **Intercultural competence** may be described as a group of attitudes, knowledge and skills that are actively implemented and allow the individual, alone or with others, to:

²⁶ This definition was taken from the internal material of CIP - Centre for Interactive Pedagogy for the training entitled "Neither black, or white - program for working with children/youth, against prejudice, for tolerance and interculturalism", p. 7

- Understand and respect persons they see as different
- React adequately, efficiently and with respect in communication and interaction with people they perceive as different
- Establish positive and constructive relationships with people they perceive as different
- Understand themselves and the multi-layered nature of their culture through encounters with cultural differences (Council of Europe)

The previous pages contain brief description of terms, or processes that take place when two or more cultures meet, as a reminder or framework for a better understanding of this topic. Some advice for working with members of different cultures is shown below.

Safe environment

Interculturality means the responsibility of individuals for building communities in which they feel safe. The first step is to get acquainted with different cultures and cultural differences. We will make fewer mistakes, we will feel more confident and professionally competent in planning and implementing programs if we know how certain cultures treat information, context, time and space; what the distribution of power is like; is the culture individualistic or collectivistic, what values does it harbour. It is important to take into consideration that individual segments of a society within a culture may be different, as well as that there are always individual differences that are not be negligible. Let your cultural mediators provide you support.

A clear emphasis on the principles the Program is based on and their explanation creates a safe environment for every participant, and for yourself. Emphasize what is important in your little community, e.g. mutual respect and esteem, developing friendships, care for others, team work, empathy, trust, fairness, creativity, understanding without judgment etc.

Some families may show distrust or resistance to invitations to partake in workshops with families from other cultures. Understanding, patience and readiness to take on this challenge together may be key for change and resolution of that situation. Define the cause together and come up with a few activities that will reduce the distrust among families and get them to join the Program in time.

Differences between cultures may be small or large. Emphasize that different world view is not an invitation for valuation (of who is more or less worthy). Refer to human rights and the rights of the child. Emphasize that newly joining families have the option of active participation so that they could, among other things, enrich the Program with their experience. Emphasize that encounters with different cultures enrich, develop flexibility, adjustability, empathy.

Strive to encourage the development of a positive view of cultural differences as interesting, as well as reconsidering personal positions and beliefs through the development of empathy. Joint search for similarities among cultures contributes to better understanding of cultures, development of positive attitudes and building stronger connections.²⁷ Encourage and ask questions about habits, beliefs, answer questions about your own culture, but emphasize that the exchange is on a voluntary basis, that there are boundaries that everyone should respect.

²⁷ An illustrative video, All that we share, available at:
<https://www.youtube.com/watch?v=jD8tjhVO1Tc> i <https://www.youtube.com/watch?v=zRwt25M5nGw>

Behaving in line with the established values also contributes to the creation of a safe environment, e.g. reacting to discriminatory positions and behaviours - clear emphasis of non-tolerance for discrimination.²⁸ Emphasize that respect of different cultures does not mean tolerance of discrimination and violence, and that such attitudes and behaviours cannot be justified by cultural characteristics (invoke the General Declaration on Human Rights, Convention on the Rights of the Child, the Constitution etc). Endeavour to nurture a positive attitude and not to accuse others of discrimination, but to clearly and precisely point out why discrimination has no place there and what it is that bothers you, as well as how discriminatory behaviour is hurtful for those it is directed at. Reacting to discrimination is a joint responsibility, seek help and support from other responsible persons.

Supporting the development of a sense of belonging among the Program participants may be challenging, but it is important as it contributes to their wellbeing. It is built by showing the participants that they are welcome, that they are a part of a community, that they are accepted, that they have (your) support and that they share traits with others. Endeavour to treat everyone equally - not to show more inclination towards some families.

Use and encourage the participants to use language directed at perception, rather than at valuing/judging/assessment. The use of perception language, i.e. liberating the perception of assessment and critique may be challenging, especially if several languages are used for communication, but it can also contribute to reducing misunderstandings and preventing possible conflicts. Strive to be a role model by the way you communicate with the families. The following table presents some examples illustrating perception language, and language mixing perception and assessment.

²⁸ An example of reaction to discriminatory behaviour illustrated in a Portuguese anti-racism advert, "DESPICABLE", available at: <https://www.youtube.com/watch?v=6yVMik5Mfwk>

Table 1. Perception language - valuation language (taken from the publication: The language of compassion: non-violent Communication,²⁹ p. 39)

Communication	Examples where perception and valuation are mixed	Examples where perception is separate from valuation
1. Use of the verb to be without showing that the person valuating accepts responsibility for the valuation.	You are too generous.	When you share your pocket-money with others, I think you are too generous.
2. Use of the verb with valuating connotation.	Dag is stalling.	Dag does not study until the night before the exam.
3. Taking it for granted that a person's conclusion about thoughts, feelings, intentions and desires of another person are the only possible version of such conclusions.	She will not turn in her work.	I think she will not turn in her work, or: She said: "I will not turn in my work."
4. Mistaking prognosis for certainty.	If you do not eat balanced meals, you will harm your health.	If you do not eat balanced meals, I'm afraid you'll harm your health.
5. Inability to be precise regarding the issue at hand.	Minorities do not take care of their environment.	I didn't see the minority family living in Ros 1679 cleaning snow from their section of the pavement.
6. Use of words that mark abilities, without indicating that an assessment was made.	Hank Smith is a bad football player.	Hank Smith has not scored a goal in 20 games.
7. Use of adverbs and adjectives in a way that doesn't demonstrate that an assessment was made.	Jim is ugly.	I don't find Jim attractive.

²⁹ Rosberg, M. (2000): *Jezik osećanja: nenasilna komunikacija* ("The language of compassion: Non-violent communication"), Zavod za udžbenike i nastavna sredstva, Belgrade

Text 7: Communication skills

Knowledge and skills of communication allow for the transfer of information, ideas and feelings by verbal and non-verbal means, and this process is usually determined and conditioned by the social circumstances.

Understanding cultural aspects that the migrants come from is a challenge to all persons involved in providing support to families and children. It takes knowledge and skills of different cultures and methods of communication, tolerance of diversity - cultural, linguistic, diversity of customs and gender-based diversity.

Communication and culture

The most common understanding/misunderstanding between cultures pertain to the system of values, national characteristics, method of communication, the idea of space and time. In some cultures, there are certain rules with regards to personal space, perception of time, touching, non-verbal communication... Culture means, first and foremost, people, their mutual relationships, behaviours and beliefs, so it takes tolerance and sensitivity for the context that is different from the environment the migrants have arrived to. In addition, there are stark differences in emotional experiences and display of emotions among different cultures, which is the foundation for the socialization process. Understanding all these differences affects planning and implementation of different activities that are implemented within the support and assistance program.

Establishing first contact:

The first contact with persons who come from different cultures is very important for further cooperation and the discussions that will take place within the program themes. The ways in which we look at the person we are talking to, in which we communicate verbally and non-verbally, respect each person's private space, the way we sit, eye contact with other persons, showing interest and openness contribute to building trust and continuing communication. All this affects mutual acceptance of the content of the exchanged messages. You should prepare for each conversation, which means planning, selecting a method of communication and asking questions, defining roles and positions, processing answers if needed and related to certain topics, as well as the method of making decisions. Establishing trust with the members of different vulnerable groups, their agreement to cooperation and getting honest answers during conversations may prove difficult due to the circumstances they have come from, or difficulties they have been through.

Distrust is often the consequence of trauma, which requires a patient approach and understanding. Remembering difficult events causes discomfort and a natural reaction may be to avoid and suppress that, so care should be taken of the preparation and course of communication.

Key components that help establish and maintain communication are: encouragement, patience, acceptance of our interlocutor, active listening, the skill of asking questions, not interrupting the interlocutor, avoiding criticism and judgment. By asking questions, the people we are talking to should be encouraged to consider the current situation, present their experiences and gain new ones, open new possibilities, find ways to gain information that is important and related to their expectations, their families and children.

Communication skills

The process of communication is successful if the original message reaches the intended person unaltered, if that person understands it, if they assess the importance of the message correctly and respond adequately. Active listening is a condition for successful communication, it includes asking questions, providing support and encouragement. It requires full attention and decreases misunderstanding among the persons communicating, ensuring mutual listening. Feedback is of great importance for successful social relationships and interpersonal communication. If the participants in communication share several common experiences or understanding of the conditions in which their interlocutors live, communication is more successful and the relationship between the communicating parties deepens and communication persists. Another important aspect of active listening is that it also allows us to get a grip on our strong emotions, to accept our emotions, it makes it easier for us to resolve our problem ourselves, it develops responsibility, makes us keen on listening to others and better prepared to understand their feelings and needs, it allows for a closer and more substantial relationship with others.

In addition to active listening, successful communication is also contributed by communicating in "I" messages, rephrasing, reflexion and summarizing.

"I" and "You" messages

"YOU" messages make the communication difficult and do not lead to understanding or constructive resolution of situations and problems, these are messages that offer solutions, belittle the other person, delegate responsibility to the other person, they are indirect messages that confuse and interrupt communication. With such messages, exchange of opinion and values is avoided, and they may cause guilt (*You are...*).

"I" messages, how do we express ourselves, without accusations, criticizing and labelling the other person: perceiving facts (difference between observation and interpretation) - When I see, I hear.; feelings - I feel (sad, angry, upset); needs - because I have the need to (be accepted, respected, understood...); demand - *I would like it if YOU (did, said).*

Rephrasing means repeating the content that was discussed with interlocutors, parents or other persons we come into contact with, in our own words, whereby we check if we have correctly heard what the person was saying, giving them the opportunity to add, correct or emphasize something. This can be checked with questions, statements or claims. This is important to do because the way in which we listen to the people we talk to can depend on our concentration, current mood, meaning that we assign to the words depending on the culture we belong to or situations we experience in different ways etc.

In cases when imprecise messages are sent and we don't know what the interlocutor wants to say, which may be a characteristic of traumatized people, reflection helps with phrasing a clear message and is aimed at recognizing feelings and eliciting compassion among interlocutors, as well as readiness to see the problem from another perspective (it is my impression, it seems to me...).

Feedback allows: verification of perception and understanding in concrete situations, it spurs learning, encourages and motivates, it has an impact on the development of positive atmosphere and builds the relationship of trust. It also increases efficiency during the work and shapes the development of competencies. Purpose of feedback relates to a change of behaviour in certain circumstances and not to changing the person and their personal traits. As for parent-child relationships, feedback is usually regulatory and used to confirm the child's

behaviour or inform a change thereof. Giving feedback is a dialog, that helps the child learn from their own experience, provides them an opportunity to improve their actions and behaviour, and to grasp what the people around them find acceptable.

When giving feedback, it is important to consider:

1. Being concrete and clear, avoiding general comments such as, "you're excellent", "that was not very good" or "you weren't sufficiently clear", always adding an explanation why you think something is, e.g. good; it is important not to use slang...
2. Avoid generalizations, the use of "always", "never", or "everyone". Concrete feedback should be related to a concrete context.
3. One should be selective and precise, it is difficult for people to work on one or two areas of development and change at the same time; offer sufficient information, but not burden the person with details that will steer their attention and focus away from the subject.
4. Offer alternatives, when the person is in a situation, offer something that the person could do differently, to connect with others, to ask questions, to draw...
5. When giving feedback, one should focus on positive, constructive language free of criticism, start by saying, for example "in my opinion", "I understood..." and then describing the effects, that the contribution/response of the participant had on the moderator, partner... in communication and with regards to the content...
6. Let the person to whom feedback is given have a choice. Artful feedback lets the person receiving it have a choice whether to do something about it, or not.
7. It is important to give feedback as soon as possible and during the workshop or event, otherwise the comments may no longer be relevant to the person they were given to.
8. Under certain circumstances, it is good to let the participants give individual comments on how they have done something, before moderators give their feedback. This gives them a chance to recognize the areas in which they can develop additionally.
9. Be careful with ready-to-use advice. People often struggle with some issues due to a lack of concrete information, so provide more information or point to other sources of information. The most efficient assistance is to allow them to understand their issue in the best possible way, how it emerged, how they can identify measures that can help them resolve it more effectively.
10. Neutrality and objectivity - in the measure in which it will allow the participants to make their own decision. Balancing, respecting differences of opinion and engaging those that might have different opinions contributes to maintenance and success of communication.
11. When summarizing, different positions should be included, then checked with the participants, joint positions should be found, followed by conclusions and suggestions for further steps.

Summarizing stimulates successful communication; by summarizing, we report what was discussed at a certain time or time period, in brief. This can be an abstract of what was discussed, key ideas and topics, rephrasing into shorter statements... This increases clarity and continues communication.

Key components that help a conversation succeed are encouragement, compassion, patience, accepting the interlocutor, active listening, the skill of asking questions, not interrupting, abstaining from criticism and judgment. By asking questions, the person we are talking to

should be encouraged to consider the existing situation, opening of new possibilities and acquiring information related to expectations and receiving adequate support and assistance. Questions should be asked in a way that provides support and does not cause strong emotional reactions.

Obstacles to communication

Obstacles to communication encompass everything that prevents verbal and non-verbal messages from being properly received and understood: physical, relating to loudness and noise, too large a distance between the interlocutors; physiological, that relate to the state of the body and any weaknesses or illnesses; psychological, that relate to preoccupation with one's own thoughts, prejudice, stereotypes, myths, generalisations; and linguistic, that relate to not knowing the language, or how words are properly used. In addition, differences in lifestyle, education, positions and values, previous experience, approach to work and moderation, body language, expression, communication skills are all causes of misunderstandings or misinterpretation of other's messages, thoughts and behaviours.

To overcome this, just before starting communication, we should think about and decide what we want to achieve with the message we are sending; if we know or have met the person receiving the message, we should decide what words and which language are best to transmit that message, choose channels of communication, and if there is a possibility of resistance or misunderstanding, decide on further steps and activities - what to do next.

What is important for communication between parents and children

How can parents talk to their children when their children (or the parents themselves) are fighting strong emotions? How do they talk and have the children listen? How to encourage children to talk to their parents?

1. Use statements that open communication

These statements encourage the child to say more, to share their ideas and feelings with their parents. They tell the child they're being heard and that the parents are interested in what the child is saying, that their ideas matter, that they are accepted and respected, e.g. "I understand", "That's interesting", "Tell me more", "What do you think about that?"

2. More "Do", less "Don't"

Parents often know what they don't want to happen, which leads to "don't" statements. On the other hand, these statements indicate that the child has made a mistake in practicing the desired behaviour, and can often increase this behaviour.

3. Talk to the child, not at the child

Instead of giving instructions, use a two-way communication with the child. This means talking and listening to the child when they are talking. This can be challenging if the child has a limited vocabulary or interests, but it is very important to practice this, so that a supportive relationship is nurtured both now and in future.

4. Use "I" messages in communication

Using "I" messages, we clearly communicate to the child how their behaviour affects us.

They indicate to the child what is expected of them and give them greater responsibility for changing their behaviour, e.g. "I don't understand, can you explain it again", "I don't want to play because I am tired."

5. Make demands important and clear

If we address the child with a demand, which requires the child to do something, but the demand is unclear, the child may ignore it. If we want the child to obey, we must first command their attention. The demand should be expressed warmly, but firmly, so that the child sees that we mean what we say and that we are saying it with a clear reason, why something needs to be done and finished in a given time frame, e.g. "Please take your toys off the table because we don't have the room to eat".

6. Use nice words

Nice words create good relationship and good communication with the child. Children who are talked to with respect and understanding have greater self-confidence, which lets them progress.

7. Show the child they are accepted

When the child knows they are accepted the way they are, and not the way the parents would want them to be, they feel good, they accept themselves and this allows them to better communicate with others and feel secure enough to share their thoughts and feelings. Accepting the child doesn't mean accepting all kinds of behaviour, but it means communicating in a way that respects the child and doesn't shame them, that indicates changes in behaviour in line with the child's needs.

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