INTRODUCTION

Nowadays we are facing the greatest refugee crisis since World War II. The profile of people that is forced to abandon their country includes a high percentage of children and families. As migrants, refugee families face specific challenges as material and personal losses, traumatic experiences and health issues (Levi, 2014; McCarthy & Marks, 2010; McLellan, 2015). Moreover, refugee families are involved in a complex ecology of pre-settle, settle and refuge (Williams, 2010). This situation can extend per years, impacting family functioning as well as the parental role and identity. Despite the special needs that refugee families face, there are not evidence-based and right-based initiatives with probed cultural validity to support positive parenting, except for a few adaptations from general positive parenting programmes only available for English speakers (Jiménez, Hidalgo, Nogales, Baena & Maya, 2019).

DEVELOPMENT

 För a co-creation framework among professors, master students, PhD students, practitioners and policy makers developing and implementing a positive parenting programme based on a rigorous needs and strengths analysis 

INTERVENTION

Psychosocial - Community Preventive - Promoting - Preserving - Strengthening

Psychosocial Risk Comprehension

FAMILY DYNAMICS’ APPROACHES

Ecologic-systemic - Developmental - Transactional

INTERVENTION

My family in Spain The end of the road Me as a parent My child is unique Completing family roles Living in the family Helping them to grow up How do we organise at home? What does mean a parent? How could we describe our family? The story of our family Starting the road

DEVELOPMENT

OBJECTIVES

Jiménez & Hidalgo (2012)

• Parent-focused intervention
• Each family unit separately
• 12 weekly sessions
• Two-and-a-half-hours duration
• Detailed and structured materials
• Contents & activities:

CONCLUSIONS

The development of the described Positive Parenting Programme constitutes as ongoing process, due the complexity and specificity of refugee’s families support needs, the cultural skills needed by the practitioners to implement the intervention, as well as the scarce scientific evidence on effective strategies with this population (Jiménez, Hidalgo, Nogales, Baena, & Maya, 2019).

KEY FACTS

Perceived impact from families’ perspective on:

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