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Deutsches  
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# Parent Education for Migrant Families

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# Parent Education for Migrant Families

## Outline

- The research project DIWAN
- Parent material for migrants
  - Addressing migrant families
  - Diversity of migrant families
  - Deficit perspective on migrant families
- Conclusions: Recommendation for action

# The research project DIWAN

## Diversity and change of education in migrant families

### Projektbeteiligte

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Bundeskongress für Erziehungsberatung e.V.

Evangelisches Zentralinstitut für  
Familienberatung Berlin gGmbH

IMPULS Deutschland Stiftung e.V.

Landesarbeitsgemeinschaft und Fachverband  
für Erziehungs-, Jugend- und Familienberatung  
Bayern e.V.

Paritätisches Bildungswerk Bundesverband e.V.

Verband binationaler Familien und  
Partnerschaften, iaf e.V.



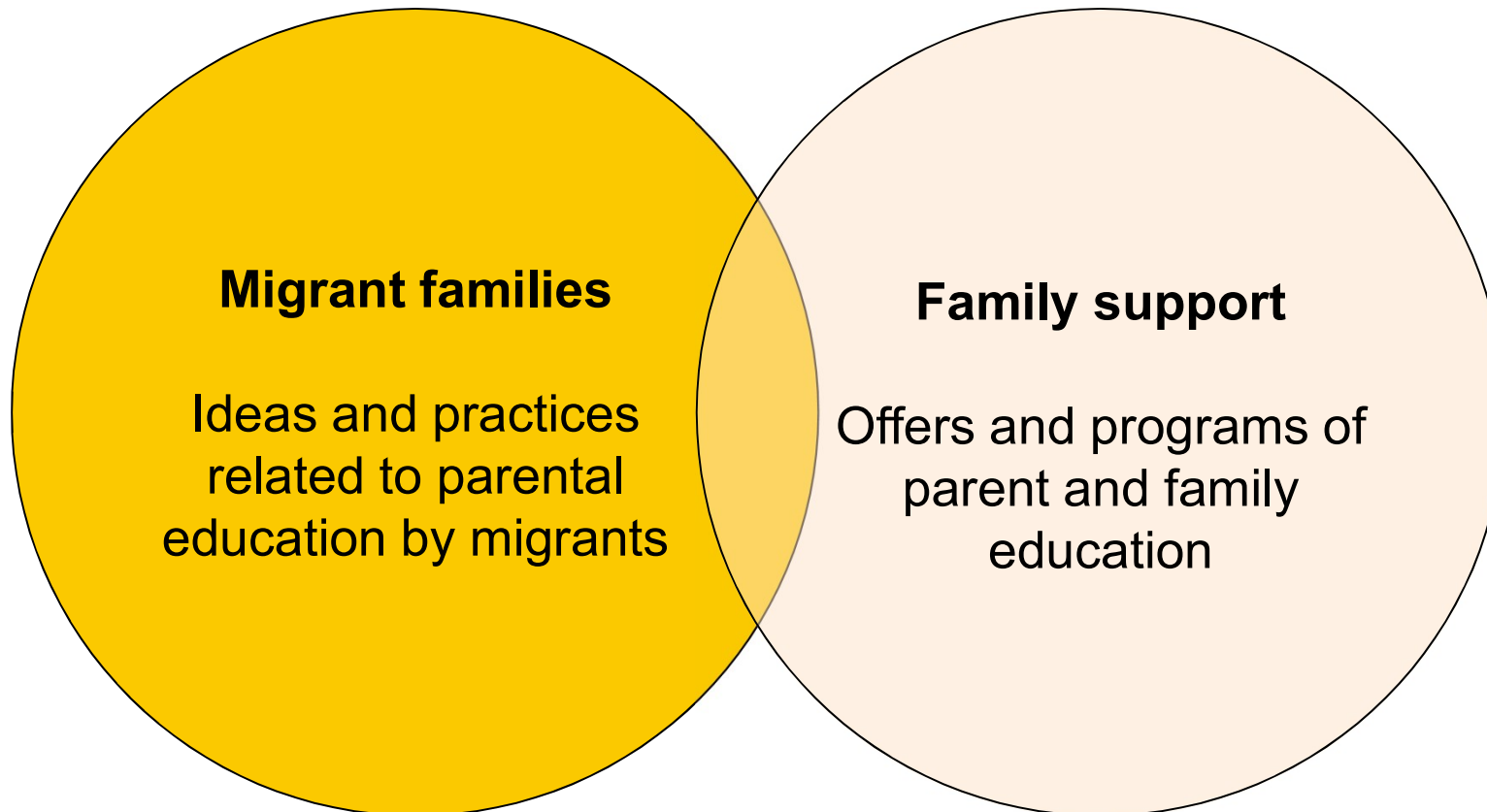
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Bundesministerium  
für Bildung  
und Forschung

# The research project DIWAN

## Diversity and change of education in migrant families



# The research project DIWAN

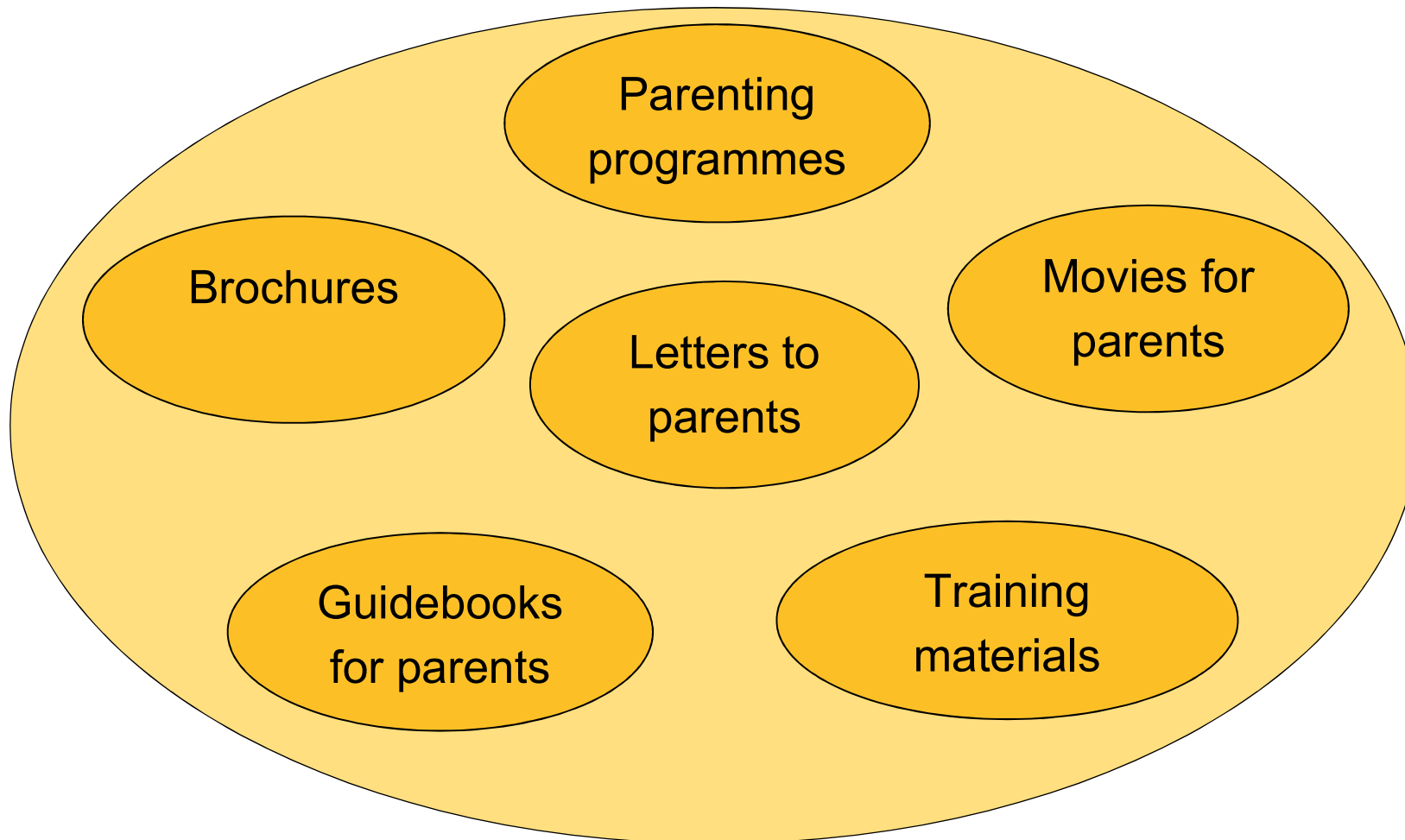
## Parent education and migration

“There is an overall lack of empirical research that makes the family-related educational practices in its approaches, services and questions more transparent, especially with regard to migration issues.”

*(Geisen et al. 2019: 11; own translation)*

# Parent material for migrants

## Document analysis of parent material



## Chapter 2.1

# Parent material for migrants

## Addressing migrant families



### Letters to parents

(ANE\_Elternbrief\_01\_2017)

- “Your child is born – we congratulate!”
- “We, the staff of the ‘Association for New Education’ (Arbeitskreis Neue Erziehung e.V., ANE): pedagogues, psychologists, paediatricians, educators – women and men. Most of us have own children and know from our experience how many questions arise when you get mother or father for the first time.”

### Letters to Turkish migrant parents

(ANE\_Elternbrief\_tk-dt\_01 + \_02)

- “It was on a Saturday. Oktay turned back from the market. The way he climbed the steps [...] let me sense that something happened.
- “Even if Turkish was spoken at our home, I’ve learned German in school very fast and I’m fluent in German today. Oktay speaks German with an accent. [...]. His Turkish is better than mine.”



# Parent material for migrants

## Diversity of migrant families



**1984**

(IAF\_Zeitschrift\_1984\_4)

“The term ‘**bi-national family**’ describes a family with parents from **two different** countries, who bring with them **different cultural norms and values**.

Situation and status of those families are **very different from guest workers**, who usually like live together with their compatriots in a ‘**ghetto**’ and thus tend to maintain the traditions and mentality of their own culture, since they have little contact with the German society.”

**2017**

(IAF\_Zeitschrift\_2017\_2)

“**Intercultural families** are families in **diversity**, are **global families**. The term family with migration background constricts and does not describe the diversity of the families. It subsumes e.g. old and new arrived families, refugee families as well as binational families. Each of these subgroups itself is a very heterogeneous group. However, this is **not the only component of diversity**. In addition, there is a diversity of forms how family is lived. [...] The same applies to parenthood.”



# Parent material for migrants

## Deficit perspective on migrant families

- **Precarious life situations** due to migration background (BKE\_Zeitschrift\_Info\_2004\_1)
- Migrant and refugee families as families in **critical life situations** (BKE\_Zeitschrift\_Info\_2016\_2)
- Different **problem constellations** in migrant families with low German skills (2011\_2)
- Changes in the family continuity due to migration are experiences which have to be dealt with and **make use of resources** (2009\_3)
- **Risk factors** which influenced families and their child rearing abilities **in the course of migration** (e.g. experiences of violence during fleeing), as well as stresses through the **host society** affecting migrant families (e.g. racism, discrimination, exclusion from social participation (2018\_1)

# Conclusions

## DIWAN research prospects

- *Comparison between migrants as target group:*  
What differences are made between migrants and non-migrants as well as between different migrant groups with regard to child rearing?
- *Comparison between institutional actors:*  
How does the institutional orientation influence the perspective on migrants and the way of communicating with them?
- *Comparison in historical perspective:*  
How does the view on migrants, families and child rearing change over time (since the 1980s until today)?

# Conclusions

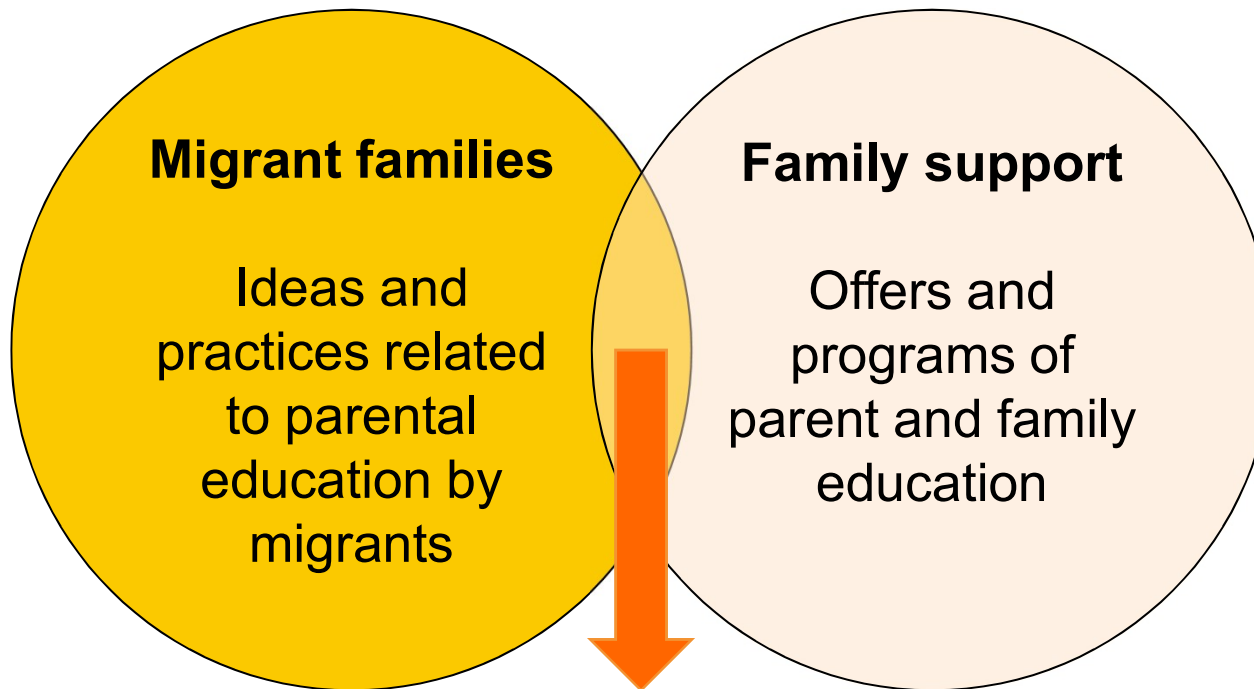
## Challenges for parent and family education

Changes in discussing issues of migrant families and child rearing:

- Addressing migrant families
  - From foreign families to migrant families
  - Taking the migrants perspective
- Diversity of migrant families
  - Migration contexts (countries of origin, migration circumstances)
  - Family forms
- Deficit Perspective on migrant families
  - Decrease of deficit perspective (?)
  - Resource orientation

# Conclusions

## Recommendation for action



- Identification of migration-related challenges for parent and family education
- Recommendations for the further development of parent and family education sensitive to migration



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Thanks and looking forward for discussion!

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