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Self-study Handbook for Migrant Parents

Creating Educational Services
For Migrant Parents

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Preface

Migration for work reasons is not a new phenomenon. “Patterns of migration flows can change greatly over time, with the size and composition of migrant populations reflecting both current and historical patterns of migration flows”¹. As a demographic, social, economic and political trend migration always be combined with the complexity and long-term nature of integration and separation processes within societies.

People always look for better perspectives of jobs and living for themselves and their families, however the last two decades in Europe we can observe mass trend of migration from new members of European Union, Africa and Asia to ‘Old Europe’. That is what Ch. Handy² calls ‘the age of paradox’ – in the high developed countries there are a lot of jobs which are not attractive any more to the citizens – low paid, hard work. The decent social security does not motivate people to take ‘low status’ positions. But they are still very desirable for the people whose countries have been affected by changes in political system, wars and economic crisis. The scale of migration shows that the process has begun in 60’s and is constantly present with the different social patterns of migration. As we can talk about ‘first and second generation of migrants’ as well new arrived migrants it means that countries of Western Europe had possibility to deal with the new social structure and learnt to cope with the problem of integration of migrants, cultural diversity, etc. For the new members of European Union the migration for work reasons is quite new process and its results are still incalculable. The level of migration in Central and Eastern Europe can be only estimated of the reasons that migration for work reasons may have different dimensions, and there is now method or tool which are reliable to monitor that process entirely. The number of migrants is evaluated on the basis of registered workers, number of social benefits, number of foreign children attending the school classes, number of permanent residence. There is no tool, which support monitoring migration in home countries, as there are a lot swing migrations, migration of one of the parents, migration of partners, etc. The statistic³ shows that is possible that in Poland, Romania, Latvia, Ukraine – especially in the rural areas, each one of forth child may live in migrant family.

We may discuss possible advantages and disadvantages but we know for sure that traditional bounds and family patterns, career, education paths have been changed. We may discuss the results of migration on different levels – economical, demographic, social but the most important dimension is how it influences on individuals and families – bounds, interactions, social roles, paternal control.

We have prepared this handbook to cover the most important aspects of separation in the family life – social and cultural issues of migration, communication, psychological support, interactions which may be crucial for the parents, children or grandparents who have to cope with this problem on every-

¹ http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-31-10-539/EN/KS-31-10-539-EN.PDF.

² Ch. Handy, *Wiek paradoksu*, Wyd. ABC, Warszawa 1996.

³ <http://www.oecd.org/els/mig/World-Migration-in-Figures.pdf>.

day basis. We try not to stigmatise or rate anybody but to show the different aspects as a kind of normal situation which obliges all members of the family to function under the new rules, so that their lives in new situation could be better and each partner of this process could benefit. We hope that this publication may be used as a handbook or guide for those who wants to protect their families against negative results of living in distance. We also recommend our PERSONAL STORIES OF MIGRANT PARENTS⁴ which were the inspiration for this handbook. All the content has been developed on the sources available on Internet and gathered into one handbook, easy to self-study.

Anna Soltys Ph.D.

⁴ http://prevence.cvpv.cz/images/stories/story_book_en.pdf.

New Family Patterns and Parents' Roles

Referring to migration for the work reasons there are a few types of migrant families:

1. One of the parents migrates and starts a permanent job abroad;
2. One of the parents migrates and works abroad for several periods a year with short breaks;
3. Both parents migrate and start permanent jobs abroad, leaving their children with their relatives or friends;
4. Whole families – parents and children – migrate;
5. Both parents and children live separate from their grandparents and the closest family.

Those migration may be on temporary or permanent basis – few months in a year, few weeks temporary, one or two year till the financial situation of the family recover or few years.

Regardless of the solution chosen by the family, labour-related migration seriously changes the family life – the roles change when one of the partners takes over the responsibilities of the other, relationships between family members change, new types of conflicts arise, and there are emotional problems. Families need to cope with these challenges in order to gain stability in a new situation. If they develop a new solution and all family members accept it, there is a great chance that in the long run the family will handle the new situation well.

Labour-related migration and changes in relationships and roles not always have to lead to family dysfunctions, however, this issue is very often publicised this way. It seems that the most important thing is to simply accept such a solution, without showing to other family members or children that it is something abnormal, wrong or unwanted. Furthermore, other family members should be asked not to emphasise the abnormality of such a situation when they talk to children. In the past, families often could not stay together for long periods because of wars, work away from home, service or military service, early death of family members or attending a school away from home. Thus, labour-related migration is not something new; what is new is the scale of the phenomenon.

In cases when one of the parents migrates, while being at home, the migrating parent very often assumes one of the five attitudes⁵:

A dangerous despot – assesses the children's misdeeds, their schools results and behaviour, as well as their attitudes and ambitions, usually punishing them by verbal or physical aggression, expressing general disapproval or deprecating their achievements.

A resigned observer – when at home, they don't get involved in family issues, and particularly those related to the upbringing of children, in order not to spoil the family atmosphere and their own mood – they signal the distance to problems, and, at the same time, emphasise that they don't want to trespass on the role of "the more important" parent.

⁵ A. Pawlak, *Rodzina w systemie wartości polskiego emigranta zarobkowego*, w: *Dyskursy o kulturze – Etydy pracy*, red. A. Sołtys, SAN, Łódź 2012, s. 178.

Santa Claus – they flood children with presents and ignore their misbehaviour, thus compensating for their absence; they often invite children for holidays, so that they can get to know the world and spend some time abroad.

An important guest – they are treated by their partners as guests who have special rights – to take a rest, to peace and quiet, to not being disturbed by children – and the whole visit home is limited to constant celebration.

A significant absent – present person – they are treated by the other parent as constantly present, which is emphasised by communication with the use of traditional messages: “just wait and see what your dad’s going to say to this”, “or I’ll tell your mother what you’re doing”, “your dad has to decide”, “ask your mum what she thinks about this” – and take part in the family life virtually all the time.

None of these behavioural strategies is fully effective and needs to be implemented in a consistent way – it often happens that already after a few days of stay and playing the role of a Santa Claus or an important guest, the prosaic aspects of life and current events lead to reorientation towards a dangerous despot or a resigned observer.

Case study 1: Agnieszka has been living and working in Bochum (Germany) for 4 years. She has managed to find a permanent and legal job in a company cleaning kitchens and restaurants, thanks to which she can also receive child benefit, and when her salary is lower than the minimum wage she receives remuneration and flat subsidies; she has also started work in a tailor’s shop making alterations. She has school-age children – when she was leaving the country they were 11 and 13, so she decided they would stay in Poland and complete school. She tries to come home every Christmas, during holidays and whenever she has time and money to visit home and her family once every three months. Each time she brings presents – clothes, designer shoes, mobile phones, iPads and sweets, as well as pocket money. However, after two days of her stay at home, there are rows over mess, dirty dishes and scattered clothes. In such situations Agnieszka loses her temper and yells at her husband and children. She thinks they disrespect her, and without her their home and family fall apart; she feels she has a right to spend time at home which is clean and tidy. If only the grandmother joins the row, Agnieszka immediately explains her children’s behaviour with school duties, their lack of time for themselves and the fact they have to clean up. Agnieszka’s daughter tells her friends with pride that she is the most spoiled daughter. Children grow up and visit their mother more and more often. When the daughter was going through difficult times after breaking up with her boyfriend, Agnieszka responded immediately – come to me, sweetie. Probably



both children will join their mother as soon as they complete school. When they are in Bochum together, they don't argue – they spend their time shopping, sightseeing, going for walks. Agnieszka still feels that her home is the house in Poland, which is governed by rules she established, and she also believes she has a right to demand certain things, as she is the only person maintaining the family.

WHAT IS AGNIESZKA'S ROLE AT HOME?

WHAT ARE THE CONSEQUENCES OF SUCH BEHAVIOUR FOR THE FAMILY?

Case study 2 Krzysztof has been going to work abroad for three years. He has completed several professional courses and has worked in Sweden, the Netherlands and Norway. He is absent from home for two, three months at a time and his visits at home are very short – one week at most. His partner has had an accident and stays in a health care unit, and there are an adult stepdaughter and a fifteen-year-old son at home. At first, Krzysztof used to visit his partner with his son in the hospital. He left the child some money, and he even asked his brother living nearby to move into with his son. He regularly sent them several dozen or several hundred Polish zlotys, with different frequency – weekly, monthly – so that the son could use the money as he wished. When the father was away, the son could buy everything necessary for home, he went shopping with his uncle and they cooked dinners together. However, after a year, the uncle demanded payment for taking care of his nephew and Krzysztof resigned from his help. Since then, his role has been limited to providing financial support to his son – Krzysztof at times sends him certain amounts which are not enough to cover all costs. After some time, he burdened his stepdaughter with all administrative and school issues but he does not provide her with any financial support. He no longer takes interest in his son's school results, he doesn't take care of his partner or contact the health care unit. The stepdaughter takes care of all legal and financial issues. When he comes home for several days, he gives his son some money to do the shopping but he doesn't go shopping with him. They don't talk about problems related to maintaining the flat, buying equipment or fuel for the winter. He mostly stays at home, watching television, drinking beer and meeting his friends. When the father is at home, the son usually goes to see his friends. When he asks his father for money for the rent or a computer, the usual answer is that there is no money. At the same time, the father claims he will move to Canada for good in a few years, which is why he doesn't renovate the flat.

WHAT WAS KRZYSZTOF'S ROLE AT THE BEGINNING, AND WHAT IS HIS ROLE NOW?

WHY HAS HIS BEHAVIOUR CHANGED?

Case study 3 Agata practically spends 1–2 weeks at home at a time, and for the rest of the time she is on business trips. Her husband and the grandmother stay at home with the children. The children are taken care of by Agata or the grandmother, which includes washing, dressing up, preparing meals. When the children went to a nursery school, Agata and her husband decided they would no longer burden the grandmother and some of her responsibilities would be taken over by the husband, unless it is necessary to stay at home with an ill child – then, they would ask the grandmother for help. During her business trips, Agata regularly contacts her husband and children – they talk on the phone and via Skype every evening. Agata knows everything about what the children ate, what they wore to the nursery school, what they did, how her husband copes, whether he knows how to make a ponytail. The children are used to evening conversations with their mother and they talk to her as if she was close. They take their mother absence for granted and so far they don't complain; this is mum's work. Agata tries to bring something nice – a small gift – for her husband and children from each trip. However, when she comes back, she takes care of home and the children as usual.

WHY AGATA CAN STILL PLAY THE ROLE OF A PARENT?

In each of these cases, both parents and children face the necessity to change their previous behavioural patterns, as well as the roles they play in the family. Some groups of needs are satisfied, while others – for example, the financial ones – are enhanced.

Migrant Parents' Dilemmas

Labour-related migration of European families started over 25 years ago, which is why we are able to describe changes taking place, their consequences and the methods developed by families to adjust to the new, permanent situation. For many migrants⁶, the necessity to live away from their families, contradicts the very essence of a family. “How can you be a good parent when you don't see your children?” For many people, being a parent means performing the basic activities with children and the partner, as well as for children and the partner. Whereas a trip abroad, apart from the fact that it makes it possible to earn money, cuts many people from their “family life”. Maintaining contact over the Internet and phone is a substitute for real contact – “If you're away, you learn everything when it doesn't matter anymore” – which for many people means that “you are no longer a part of somebody's life”, and in consequence, this may lead to the feeling that they:

⁶ A. Pawlak, *Rodzina w systemie wartości polskiego emigranta zarobkowego*, w: *Dyskursy o kulturze – Etydy pracy*, red. A. Sołtys, SAN, Łódź 2012.



Lose control of their children and partner

Lose influence on the children's upbringing and lives

Become alienated and distanced from the family's everyday problems

Are no longer as important for the children and the partner

Live a temporary life both at home and abroad

Many people believe that “being a good parent” over a distance depends on the child’s age – the older the child, the easier it is to maintain in-depth relationships over the phone or an instant messenger, and the emigration period – the shorter the trips and the more frequent visits home, the better. What is of greatest significance for the relationships between an absent parent and children at home is what the relationships were like before the parent left – if they were based on mutual trust and support, emigration will not change it; however, if the relationships were not very good, emigration can maintain or even strengthen this state, as it rarely improves the family relationships.

Women and men choose different strategies of maintaining relationships. “Thus, it is possible to be a mother or a father over a distance, which is called transnational (international) motherhood/fatherhood. Migrant mothers use the so-called non-residential mothers’ strategies, for example, they read their children bed-time stories over the phone and they help them with their homework via Skype (and they control all school results in the virtual register – the author’s example). Whereas during short visits in the country, between emigration periods, they practice intense motherhood, which means that they try to take care of their children twice as much, following them everywhere they go”⁷.

No matter how the parent may be concerned about being ‘good’, the true is that decision is made to help, support the child and the family, and no one will be better parent for the child than he or she is.

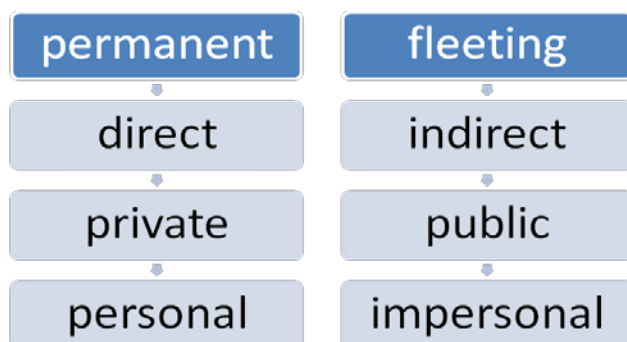
⁷ A. Pawlak, *Rodzina w systemie wartości polskiego emigranta zarobkowego*, w: *Dyskursy o kulturze – Etydy pracy*, red. A. Sołtys, SAN, Łódź 2012, s. 172.

How Interaction Influence on Social Bounds?

In social sciences, the basic categories of description of a social group – a family, a community, an organisation, are the notions⁸:



The basis for all permanent relationships are contacts which we divide into:



Permanent, direct, private and personal contacts form the essence of such relationships as between family and friends – people frequently establish relationships with others, often by face-to-face contacts, representing themselves and their needs, and not, for example, their professional roles; the aim of such relationships is simply being with other people for themselves, aiming at satisfying the emotional and social needs of the other person and oneself.

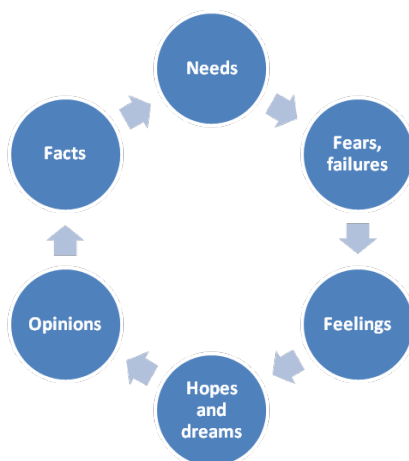
In a situation when one of the parents migrates, fleeting, indirect, public and impersonal (focused on solving current problems, and not people) contacts appear and dominate, which weakens the subjective sense of social and emotional bonds. This is why, in the case of long-term emigration, the most important decision after a while (subjective sense of discomfort, sorrow, fear of breaking the family and being unneeded) becomes the answer to the question – **together or apart** – and in consequence, the decision to come back, to bring the family to the country of emigration or to end the relationship and/or to lose contact with adolescent children. A similar situation takes place when it comes to relationships with distant relatives, friends and colleagues – the less intense contacts, the weaker the bond. As a result, the migrant parent can become twice as lonely.

⁸ Por. D. Walczak-Duraj, *Socjologia dla ekonomistów*, PWE, Warszawa 2010.

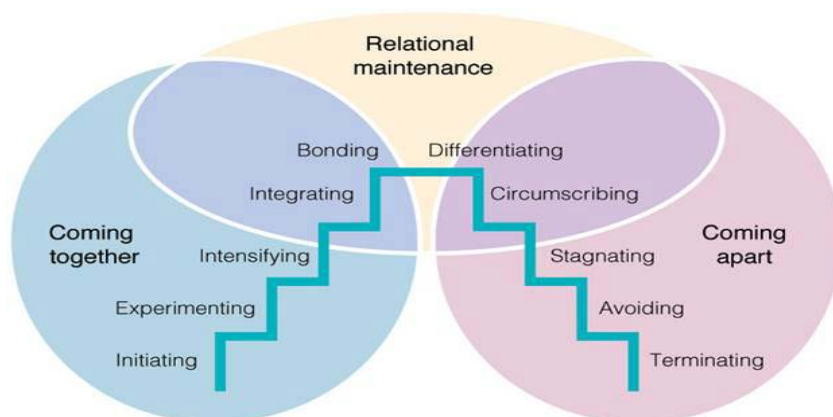
As research shows, in most cases the final decision on the emigration of the whole family is taken by women, although it is naturally discussed by the whole family, when the financial and emotional cost of separation becomes too high, and the absence of the partner lasts too long.

WHAT DO YOU THINK WILL HAPPEN TO AGNIESZKA, KRZYSZTOF AND AGATA NEXT?

That is crucial to sustain the contacts addressed to other person as a whole. To achieve this one may use different level of communication – talks, discussions, asking, listening concerning:



This may help to keep relations, build the feeling of participating, gives knowledge what's going on, gives the partner and the children feeling of being important. There is also need to remember, that all the relations including those with children, have the tendency to develop and evaluate. Knapp's Relational Development Model shows that being with somebody we may experience few stages of relations, so that is important to motivate ourselves to sustain positive ones and prevent or react in negative.



<http://www.adamroslan.com/2010/10/knapps-relational-development-model/>

How to Cope with Criticism?

Many people can have a negative attitude towards the emigration of one of the partners because they believe that such a situation will have a negative influence on the children – it is the so-called **euro-orphanhood**, which leads to a situation where children are not taken care of or controlled, but have their financial needs satisfied, at the same time living in an emotional void, without any support. This results in looking for bonds and the sense of belonging in peer circles – one parent or a different guardian is not able to establish relationships and communicate with the children – particularly when they have reached adolescence and are looking for their own way in life. In many cases a grandmother, an aunt or an uncle are not able to understand the needs, the lifestyle and the search of their charges, which results in protests, conflicts and aversion.

There are no ready recipes for resolving behavioural issues, however, patience, trust and support combined with control, which is seen by teenagers as an indicator of interest, are of great importance.

Many people ask themselves a question why transnational mums or dads don't take their children with them. There are several reasons for that, which can serve as answers to nitpickers:

1. When working – cleaning, taking care of other people – they have no time to take care of their children.
2. Taking their child/children with them entails costs and increases expenses, which is why the money earned cannot be sent home – flat, food and often paid nursery schools, schools, transport.
3. It is not a question of choice but necessity and the comparison between the cost of life and salary in the country of migration and at home.
4. In the case of families, going to work abroad is usually related to a bad economic situation of their home country – lack of work, debts, which is why they can earn for everyday expenses of the family left at home.
5. Most migrant mothers and fathers would prefer to stay at home with their children.

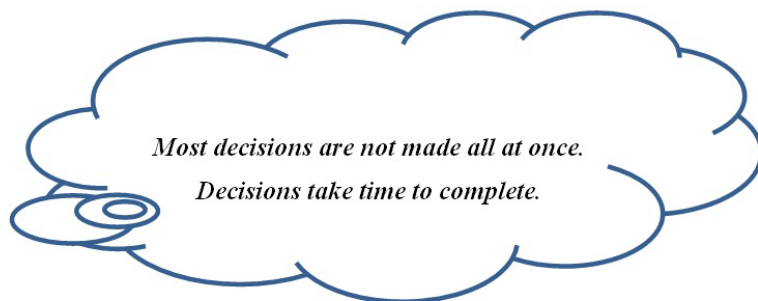
6. Children and partners join the migrant parent when s/he gets a permanent, well-paid job, or as job support when they grow up.
7. The decision to work abroad is made when the parent is sure that the children will receive proper care at home and the emigration will satisfy all the family's economic needs.
8. For Polish, Romanian, Ukrainian and Czech families emigration is the survival migration and not an opportunity – migrants' incomes supplement the income of the family at home and are used to cover everyday expenses; they are rarely sources of investment or savings (this concerns only young migrant couples or singles).

Making Decision of Migration

Another difficult problem migrant families have to face is making the right decision. The first crucial decision they have to make is whether to leave their family at home in search of a better job. "How long should I stay away from my family?", "Who will take care of my children while I am away?", "Will they all be OK while I am away?" – there are some of the questions a migrant parent has to answer before taking the big decision.

Making decisions in life can be a difficult task for everyone. Throughout our life we make decisions that will affect our future. In fact, the decisions we make today will not only impact our future, but also other people and the world in which we live.

Decision making involves thinking, talking, and searching for information related to a problem. You gather data that can help you with the decisions you need to make. You do this by talking with others who know about the subject, going to the library, and thinking about two or more solutions.



Decision making usually occurs when events, habits, and patterns of living change as in the case of a migrant parent.

In deciding – or making a decision – there is a six step process:

1. **Define the problem or goal** – understand the problem clearly.
2. **Gather and list all the information** you can get on the problem.
3. **Examine two or more solutions to the situation** – think about alternatives

4. **Analyze the possible outcomes for each solution** – look at the good and bad sides to each solution. What are the consequences of each? Answer the questions: Will this solution be good for me, for the family?
5. **Choose the best solution to solve your problem.** You must be willing to accept responsibility for the decision you make and the outcome it brings, whether good or bad.
6. **Evaluate the decision you made.** Decide if you need to revise your action plan. Always be ready with another alternative to solve the problem and reach the goal, just in case the first one you chose did not work out.

Case study 4 Mihaela is 35, she has graduated the 7th grade and she has two daughters. She has never worked in Romania and she got divorced after she had left to work in Italy. When she left the girls were 6 and 8 years old. They have remained with their grandmother. Her ex husband was the only one who supported the family. He treated her badly and he was reproaching her that she had no job. The reproaches and the bad living made Mihaela to leave the country. She has left for Italy without having a working contract. At the beginning she was working in a bar and the accommodation was very poor. To earn her living she was working as a housekeeper for a few families. Later on she has worked as a cook assistant and now she is working for an Old People Asylum having legal documents. The girls' father was very happy when she left. The girls didn't understand what their mother leaving meant and their grandmother didn't agree with her decision. She has left very scared in an unknown place without knowing the language. She has kept in touch with her family through the telephone, she used to call about every three days. At the beginning she was coming in the country every three months, the integration in the E. U. made it easier to travel and she had taken advantage of this opportunity. She has used mainly the phone to communicate. The girls never offered her bad surprises and their problems or those related to the house were solved with their grandmother. The girls discussed their problems only with their grandmother. She was the one who knew all their joys or their teenager problems. Now there is a wall/gap between her and the girls. When they would ask Mihaela for money she would send them the last euro she had, perhaps she didn't keep money enough to buy her something to eat. Later on she used to send them money and packages hoping these would help her fill in the empty space between them. But this didn't happen. She got used to living in Italy very hardly. The Romanians' envy made her life difficult. She had no free time. She used to run between different houses to do the housework in order to earn money. In the evening she was exhausted and she would cry. It's very tormenting to be away from those that you love. The day the girls began school she wanted to be with them, to dress them up, to make them look nice, to give them hope. The only advantage was the money. There are many disadvantages: her youth will pass, she will lose her health, everything comes with price. "There is always the pressure of the problems we have there and those we have here". She wishes the girls came with her to Italy. It would be easier because now she has to support financially three houses: one in Italy, another one in Slatina, where the girls live with their grandmother, and the last one in the countryside where her father lives. Mihaela's parents don't have a retired

pay. The girls don't want to understand Mihaela and she does not know what their desires are. They don't appreciate her sacrifice and she thinks the sacrifice was not worth it. She is very sad to see that she no longer communicate well with her daughters. There is a wall of silence between her and daughters

1. Think about Mihaela's decision allowing her mother to take up her role in her daughter's life.
2. Imagine a decision Mihaela would take regarding her daughters if she could turn back time.

Migrants' Social Relationships Abroad

When people decide to go abroad, in many cases their main support are relatives and friends who have gone abroad earlier. This is why, emigrants rarely are alone abroad. This does not mean, however, that they limit their contacts to people they already know. They often work in different places and live separately, and so it is important to establish relationships with other people. Moreover, when they get there, it doesn't always turn out they meet people they want to deal with. In such cases, they need to establish clear boundaries and rules of coexistence:

1. We work together but spend our spare time apart, as we like it.
2. The fact we come from the same family, country or town does not oblige us to liking each other. Respect and help are ok but only within the boundaries we set.
3. If we don't know someone well, the fact that we come from the same country or town does not mean we can resign from the limited confidence principle.

Establishing new contacts and relationships regardless of the language, religion and nationality is always beneficial. At first, it can be difficult because of the language barrier, although the rules of friendliness are the same all over the world⁹.

1. Physical attraction thanks to which we automatically attribute positive features – talented, nice, honest – to “pretty” and attractive people.
2. Similarity – we like people similar to us – regardless of what the similarity concerns – beliefs, personal traits, lifestyle, experiences, job or hobby. This is why we always find friends who share with us such things as a hobby, interest in sport or music, family or professional problems.
3. Compliments – if honest, can be very helpful at the beginning, just like sense of humour and a smile. Laughter is the key to liking others, even if you don't know the language, as it shows you are a person with a distance, who likes other people. Sometimes it is worth laughing at oneself, for example, at the language mistakes made.
4. Contact and cooperation – or helping others, even in small things, as neighbours, friends – this can win many grateful friends over. Also, people, regardless of their origin, like talking about their affairs, which is why we can make closer friends by listening to others. The more frequent the contacts, the closer the friendship.

⁹ Por. R. Cialdini, *Wywieranie wpływu na ludzi*, GWP, Gdańsk 1996.

5. Places we visit are very important – it can be a small shop where we do the shopping, the church, the local choir, neighbours, colleagues from work. You can always take the initiative and invite someone for coffee, dinner or to go bowling.

Cultural Issues – Diverse World

When we go to a different country, we meet a different culture which we can adore, dislike or which can confuse us. When encountering “the other”, we discover that what seemed natural and common to us, is not like that to others. Differences concern not only the language, habits and customs, but also non-verbal gestures, the way reality is interpreted, motives, and in consequence, the way the whole society is organised. Each time we leave for longer, it is worth getting to know these differences, so as not to offend the hosts with our behaviour and not to seem uncouth. There is one rule – it is the stranger who should always try to adjust to the hosts. As an old proverb says: “When in Rome, do as the Romans do”. The culture of the given nation or group is consolidated in a form of¹⁰:

Basic assumptions – permanent beliefs concerning the meaning of life, human rights, the nature of human relationships, the roles of men and women, the national system and the position of a citizen, the nature of time, relationships between the man and the natural world, what you should strive after, attitudes, views, opinions and ideologies.

Norms and values – a set of binding rules and values, defining the meaning of relationships, humanity, family and society, determining human rights and obligations towards oneself and others, manifested in attitudes, opinions and beliefs.

Artefacts – visible and audible products in a form of behaviour, appearance, language, gestures, physical objects, architecture, communication systems etc.

Most of the culture is invisible to us and not fully realized, however, for an outsider, differences can be obvious, which often comes as culture shock. This is why, emigrants often feel better with themselves or emigrants from other countries than the inhabitants of the given country (the similarity and friendliness principles). In many cases, although first similarities between cultures are discovered and cultural patterns are accepted, on closer acquaintance they might turn out to be incomprehensible and shocking, like for example, the attitude towards parents and the childcare duty in Norway and Germany. It is impossible to describe all differences between countries chosen as emigration destinations – England, Ireland, Germany, Norway, Spain, Italy – however, in order to demonstrate some obvious ones, here are some things worth remembering¹¹:

¹⁰ Por. Culture Model of E. Schein <http://wawak.pl/pl/content/poziomy-i-funkcje-kultury-organizacyjnej>.

¹¹ <http://gifts-from-world.blogspot.com/2013/03/te-same-gesty-inne-znaczenia.html>.

Thumbs up

In **Poland**, it means that everything's ok. Sometimes it is used by hitchhikers to thumb a lift.

In the **Middle East**, in **Southern Europe** and **Western Africa**, this gesture is very offensive and obscene.



Extended index finger

In **Poland**, it is an inelegant way to point at something or indicate someone.

In **Asia**, this is a way to call a dog.

In **the Philippines**, it can be even punished with breaking the finger.

In **Latin America**, **Indonesia** and **Australia**, this gesture is a sign for a prostitute.



Moutza

In **Poland**, we use it when we want to calm somebody down (we often add "take it easy!").

In **Greece**, this is a gesture which seriously offends and humiliates a person in front of others.

In **Arabic countries**, this is a gesture we show to sellers when we indicate we don't want to buy anything from them.



Victory

In **Poland**, it indicates a victory, the number two and a peace sign.

In **the United Kingdom**, **Ireland**, **New Zealand** and **Australia**, showing this gesture with the palm outwards is not offensive. However, if we show it with the palm inwards in these countries, it is the same as showing someone the middle finger. This is related to history, as during the Hundred Years' War, the French used this gesture to threaten the British archers; what it meant then was: "we'll cut you the two fingers you use to draw a longbow".

The okay

In **Poland**, this is a way to express our satisfaction with services or tasty food.

This gesture should be avoided, for example in: **France, Belgium, Japan, Brazil, Greece, Spain, Germany, Turkey and Sardinia**. In **Japan**, it means we expect a bribe, while in **France** we use it to compare someone to a zero. In the remaining countries it means homosexuality.



Beckoning sign

In **Poland**, it means “come closer”.

In **Indonesia, Latin America and Australia**, this is a way to show a prostitute we want to use her services. In **Asia**, it is used to call a dog. The meaning of this gesture is very similar to the extended index finger.

Fig sign

In **Poland**, as we all know, this means sweet Fanny Adams, i.e. nothing.

In **Brazil**, we show it to someone to wish them luck.

In **Turkey, Indonesia, China and Russia**, it is very offensive.



Horn sign

This sign is typical for rock concerts.

In **Italy**, it means a cuckold – a man cheated on by his wife.

Touching the side of the neck with an open hand

In **Poland**, it is a well-known sign inviting someone to have a drink.

In **Italy** it means a guillotine. If we use it, Italians might think that we threaten to kill them.



Sticking out one's tongue

In **Poland**, it is rude, while in **India** it shows respect.

Touching a cheek with the index finger

In **France**, you use this gesture to indicate that someone's fibbing.

In this way, **Italians** show that they like what they are eating (but then they also twist their finger).

Pulling one's ears

In **Poland**, children usually do this to tease someone.

In **India**, it is a serious form of apology and admitting you did something wrong.

Slightly more advanced differences concern customs related to home, food and work, so it is worth getting information about the culture of the country before going there, and when you get there, to observe, ask questions and be ready to commit blunders. Of course, the most important thing is to behave properly at work, so whenever you are not sure of something, ask how you should do it. For example, Poles working abroad emphasise that the largest difference is the attitude towards work – Poles are used to finishing each task first and are surprised when other employees stop work to have a lunch or at a specific time. Differences in cultural behaviour often become stereotypes, understood both positively and negatively. The most important information has been drawn up below based on some general and repeated observations, which does not mean that all people in the given country act like this. However, it is worth remembering the following¹²:

Englishmen:

- They are reserved about showing their emotions, they don't overuse titles but in public situations they address each other in an official way, they treat verbal promises as documents, their conversations are very polite, they have unique sense of humour, and in contacts with Englishmen you have to minimise physical contact (such as patting, holding hands).

Germans:

- They are reserved, they lack enthusiasm when it comes to showing emotions, they commonly use academic and professional titles, they show due respect to people on high positions, they love order, they persistently pursue goals, they have high requirements, they are punctual, they avoid

¹² <http://www.bankier.pl/wiadomosc/Jak-zachowac-sie-w-obcym-kraju-1515085.html>.

informal conversations, they require all meetings to be arranged earlier, they know how to discuss and arrange each activity, step and task in every detail and they dislike spontaneity.

Frenchmen:

- They are expressive, they love arguments, they require punctuality, they are careful and don't like pressure, they prepare everything carefully, they like using official titles and expressions such as *monsieur*, *madam*, *mademoiselle*, without the surname.

Spaniards:

- They are hospitable and friendly, they are willing to accept compliments and enjoy spontaneous lifestyle; they like using professional titles and names of positions but they don't pay much attention to time and punctuality; men welcome other men with a hug (*abrazo* – a hug, embrace, patting), they pay particular attention to details, they don't like pressure and start their conversations with the demands of the highest level; at work, they very often require changes and corrections.

Italians:

- They are not very punctual, they are expansive when they talk, they think quickly, they stay close in physical contact – they touch people they talk to, and a person who tries to avoid this might be seen as cold and unfriendly or haughty; they like talking at a table during meals but not about business issues.

Greeks:

- They are “masters” of interrupting others, their communication style is effusive and expressive, they talk loudly, they communicate using numerous facial expressions and gestures, they keep a small distance and like keeping eye contact; their professional environments are dominated by men, during meals they pay attention to keeping their hands on the table, it is important for them to talk during meals about food, they like it when others return favours; during a welcome you have to give men a firm handshake, they like bargaining and apply unclear conditions.

You have to remember that observing the behaviour of other people from the perspective of a migrant might be an interesting activity and a source of numerous surprises. And of course, you have to accept the fact that a foreigner is also carefully watched and has to behave in a proper way to be accepted.

Legal Issues of Migration

Other challenges related to the decision to migrate are legal issues. As you probably know, no parent will ever decide to go away and leave their child without the care of a person they trust. However, care itself may be not enough and this is why it is a good idea to provide the child before leaving with a legal guardian, unless the child stays with the other parent. If you want to appoint **A Legal Guardian** for a minor, you apply to the Family Division. It is necessary for medical reasons and emergencies. A legal guardian can also represent parents before teachers and institutions, on behalf of the absent parent. Requesting relatives for help and care does not entitle them to repre-

sent parents and in many cases they can be denied information. It is always worth informing teachers about the decision to migrate, and to ask them for contact in other forms than the traditional ones, so that the migrant parent can monitor the child's behaviour and school results on an ongoing basis, even if the other parent stays at home. In many countries there is no obligation to declare the trip and it is an individual decision, but on account of the scale of the problem in some of the countries, certain support and help have been introduced. For example, the child can be given a possibility to stay in the school's youth club. And even if the children stay with one of the parents, it is important to ask the closest relatives or neighbours for help and, whenever possible, keeping an eye on the family, so that the change is as imperceptible as possible, at least right after the parent leaves.

Other issues related to work abroad are working conditions. As research shows, emigrants often fall victims to frauds:

- The salary turns out to be lower than promised,
- Sometimes, the job promised is not available,
- The job is different than promised,
- Thefts,
- The flat promised is unavailable or its condition is contrary to promises,
- The working conditions are harmful and dangerous.

In such situations, in the case of illegal employment or being employed by a natural person, you should just leave, stay and accept the conditions or stay and find a different job.

The best solution, however, is to check the offer, the company and the person before leaving the country; if they are fraudsters, you will probably find information about this on the Internet portals. Many countries offer information about working conditions abroad (in Poland you can find it on the website of the Ministry of Labour and Social Policy), destination countries offer portals and advisory centres (such as Faire Mobilitaet in Germany), where you can receive information about the employer and the employment conditions, or where you can go to ask for help.

In the case of legal work, you can ask trade unions, self-government or self-help institutions for migrants, consulates, organizations run by religious communities or the embassy and non-governmental organisations for help (in some countries it is also available to illegal workers).

Before leaving the country, you also have to check the applicable labour legislation, i.e. the rights and obligations of employers and employees and OHS regulations, so that you can check whether the actual working conditions violate the rules.

Yet another issue is the given country's system of support for families of people working legally abroad and the citizens' rights, available on local Internet portals.

It is impossible to discuss here all legal aspects related to legal and illegal work abroad, but it is important to remember to provide legal custody to children staying at home and to check all job offers from abroad, even if they come from people you know.

An example from the website of the Embassy of the Republic of Poland in Madrid:

WARNING – FALSE JOB OFFERS FROM SPAIN

Consular Section of the Embassy of the Republic of Poland in Madrid warns against false job offers from Spain published in the Polish press. In most cases they concern fruit picking or sorting, meat processing etc. False job offers usually have the following characteristics:

- The company offering the job has no website
- Only the mobile telephone number of the employer is given
- Financial conditions offered by the company are surprisingly good for the time of recession
- The middleman is Polish
- The company does not offer signing an agreement before an employee comes to Spain
- The employer ensures the potential employee on the phone that in Spain there is just the season for the given fruit
- It is necessary to pay an advance payment for renting a flat in Spain
- When you check the address of the company on maps.google.com, it shows a building under construction or no building at all (although the photo can be out of date).

Consular Section of the Embassy of the Republic of Poland in Madrid warns against paying any advance payments to a bank account or by postal order without signing a job agreement and against going to Spain to work without financial resources allowing to come back home in case it turns out that the potential employer is a fraudster.

http://www.madryt.msz.gov.pl/pl/informacje_konsularne/praca_w_hiszpanii/?printMode=true.

Interaction Between Members of Family

The interaction between the members of a family doesn't always work as smoothly as we would want it. The interaction between the members of migrant families where at least a parent is not there for his/her children can be even more problematic.

S Goldberg considers that "Constant input of sincere positive reinforcement helps children feel good about themselves and enables them to function well. Constant criticism, on the other hand, causes children to feel bad about themselves and hinders their growth and development"¹³. Therefore, it is important to learn effective ways for interacting with your child. That parents who gain expertise are the ones who usually find it easy to get positive responses from their children, while those without the information often have great difficulty.

He identifies fifteen pillars of parenting¹⁴ which are tools for guidance and support. There are four preparations, five attitudes, and six techniques. They all work together. The preparations are ongoing all the time. They are designed to guide children toward positive behaviour and therefore decrease opportunities for negative behaviour. The attitudes are the basics related to understanding behaviour. They are beliefs. The interventions are actions you can take to handle behaviour.

¹³ <http://www.education.com/reference/article/parent-child-interaction/>.

¹⁴ <http://www.education.com/reference/article/parent-child-interaction/>.

Pillars of Preparation

The idea behind preparation is the concept of having activities run as smoothly as possible. Accidents always happen, but fewer happen when precautions are firmly set in place. Rules, systems, order, expectations, and schedules are basics associated with well-running households. They are part of the preparation process. In addition, you will see that what you focus on, what you do, and what you say are all important.

1. **Set up for Success.** Be future oriented, always on the lookout for how to prepare for the future. Use all current information to make upcoming situations run more smoothly. In the table below you will see examples of problematic past situations and successful new ones. Here are some related ideas: Try to avoid setting up “yes or no” situations that could easily turn into “no” situations. For example, instead of asking your child if he is ready to get dressed, ask him which shirt he wants to wear.
2. **Make Expectations Clear.** Be fair, firm, and positive. These are parameters of effective discipline. They work to decrease misbehaviour in the future. In addition, they help your child learn to take charge of himself or herself and in the end become his or her own disciplinarian.
It is fair to set up your situation for success and then explain to your child your expectations. For example, if you are going to Grandma’s house and you want your child to participate well in the visit, bring along a puzzle, some books, or some other child-appropriate activity that you think your child will enjoy. Then, referring to the items you brought, describe to your child the appropriate behaviour that you expect with those items. This kind of preparation is a way of teaching your child responsibility. You are putting him or her in the position to make a choice—follow the directions you have given and enjoy the visit or ignore them and have some difficulties.
3. **Use Praise and Encouragement Appropriately.** *Praise* is defined in Webster’s *New World Dictionary* as “to commend the worth of” (p. 462). *Commend* is defined in the same dictionary as “recommend” (p. 121). Implicit in this concept is the idea of giving approval. It comes with value words like “good, very good, excellent”, and soon. Adult approval is very powerful for children. However, the most important approval is the child’s self-approval. Therefore, to avoid creating a dependency on adult approval, praise should be used sparingly and reserved for major accomplishments.
A word about true praise: Try to give it privately. When your child has accomplished something, he or she will reap its rewards anytime and anywhere. The privacy of your praise will keep it away from other children who may experience feelings of failure when they are not the ones receiving it.
4. **Make Your Child Feel Needed.** Seek your child’s help whenever possible. Sentences like “I need your help taking care of your baby sister—please hand me the bottle” and “Please bring me the towel” are all examples of making your child feel important and valued. Parents often find children uncooperative when they ask their children to do things. However, when they make their requests as part of a more meaningful context, they get a much more positive response.

Another way to show your child that he or she is valued is to ask for help with a task. As you continue to seek assistance on an ongoing basis, remember to use the words, “please” and “thank you”. Those are the magic words in our culture. They are words of respect and appreciation. Use them to build respect and appreciation into your parent-child relationship. Remember, the way to teach your child to say “please” and “thank you” is to say them to your child.

Pillars of Attitudes

These pillars represent the next stage of behaviour management and relationship building. They are the ones that will help you guide normal behaviour and recognize mistaken behaviour. They are tools that will help you evaluate what has taken place. You will more clearly understand daily occurrences and difficult situations. You will be able to identify the cause of mistaken behaviour and be ready to act appropriately when it is time to take an action.

1. **Separate the Behaviour from Your Child.** This is the first step to take when your child does what you perceive as some kind of mistaken behaviour. Mentally separate out the behaviour from the child whom you love. When you take this action, you will see that even if you do not like what your child has done, you continue to feel love for your child.
2. **Identify the Cause of the Mistaken Behaviour.** Once you separate out the mistaken behaviour and can see it clearly, you will probably also see clearly the reason it happened. Identifying the cause of mistaken behaviour is important because eliminating the cause is the best way to keep the problem from happening again. Once you identify the cause, the next step is to learn to eliminate it. In that way you will be able to prevent this situation from happening again.
3. **Listen and Communicate.** While this is especially good to do all of the time, it is extremely important after you have separated the behaviour from your child. If you have difficulty identifying the cause right away, here is an effective tool to help you find out what was on your child's mind. This process will help your child understand him – or herself as much as it will help you understand your child. Hearing is accomplished by a 70/30 ratio of listening to speaking. That means that you should listen to your child about 70 percent of the time and talk about 30 percent of the time. Your part of the conversation should be made up mostly of either asking questions that will stimulate your child to talk more or by nurturing your child's talk with words like “oh, good” and “really?”.

There are basic stimulation questions that you can ask. With the word “what” there are questions like “What happened?” and “What did you think about that?” With the word “how” there are “How did that happen?” and “How did you do that?” With the word “why” there are “Why did you do that?” and “Why did you say that?” These are open-ended questions that will not lead to yes or no answers. Another way to get more information is with “tell”. “Tell me more about...” and “Tell me what you mean by...”. Listen and communicate with your child as often as is possible. You will gain important information, and you will bond. Besides doing wonders for handling present situa-

tions, this kind of give and take will help you guide and support your child throughout all circumstances. Keep rapport in mind as you and your child converse. Try to use similar pace and tonality. In this way you will not talk at your child; you will talk with your child. In conjunction with this kind of rapport, it is helpful to be on the same level physically. Bend down if you need to be in a lower position. If possible, be in the same position.

4. **Be Positive, Warm, and Supportive.** When you find your child in a problematic situation that is causing difficulty, it is time to work on the problem. With your child, try to find solutions. Be the best friend you can be to your child and do all you can to help. As you play this role, you will be building your relationship with your child. By being positive, warm, and supportive, you will be showing that you believe in your child. The more you believe in your child, the more he or she will be able to believe in him – or herself. Moreover, when you take this approach, you are modelling effective relationship behaviour for your child. This is behaviour he or she is likely to emulate with others. Being the recipient of positive warmth and support is basic to the development of empathy and morality. As you build your daily relationship through interactions with your child, be positive. Try to focus on what your child can have as opposed to what he or she cannot. It is better to tell your child that she can play with a toy after a friend has finished with it than to tell her that she cannot play with the toy. In addition, try to acknowledge good behaviour when you see it. Believing in your child turns out to be a major concept. It has far-reaching effects. If you believe your child has a special ability, more often than not, he or she will end up having that ability.
5. **Be a Person, Not a God.** Try to present yourself as a real person to your child. Share with your child real thoughts, feelings, and ideas. Feel free to make mistakes and also to follow up with sincere apologies. With this attitude, you will be showing your child important respect. Besides expressing yourself, seek your child's thoughts, feelings, and ideas as much as possible.

Pillars of Techniques

This is the action part of your relationship-building process. When you are fully knowledgeable about what is going on and fully able to be positive, warm, and supportive, you are in a position to act appropriately and from strength. You will see that there are several choices for intervening in a situation, and you will see what a positive role they all play.

1. **Change the Environment.** This method is well accepted with infants, but it is also effective with older children. Parents often naturally move a child away from one spot to a safer or better one. There are wide ranges of possible environment changes that can be applied to many different situations. Besides moving your child to a different spot, you can enrich the present surroundings. You can also remove something that is causing trouble, or you can replace it. You can also talk to your child about the situation and figure out together how to set up the surroundings so that both of you feel satisfied.
2. **Use the Sandwich Method for Supervision.** Precede and follow a suggestion, recommendation, or request with a positive statement or remark.

3. **Be a Part of the Solution.** It is always effective to participate with your child as much as possible. It can be one way to get a positive response. Your participation gives the message of participation and the idea of the family working together.
4. **React with Humour When Appropriate.**
5. **Touch.** Hug, hold, and caress your child as often and as much as you want. Physical closeness accomplishes what no words can in forming a healthy attachment to your child.
6. **Miss a Reward.** Whenever you do something that is not proper, the situation becomes less rewarding. For those kinds of situations, it is helpful to have rewards that you can take away. This loss of the reward is presented in a positive way. Guiding your child in this way is fair, firm, and positive. It is proactive, not reactive, and includes the perspective of teaching.

Why Communication in Families is Important?

Communication is sharing of ideas, thoughts and feelings among people. Communication doesn't have to include words and can be something like a smile or a frown. Even silence communicates. By communicating with their children, you show that you're interested in their lives and that they are important to you.

Communication is essential so that family members respect each other's needs and wants. Without it, they will not know what each other thinks or feels, which can make family life more difficult. Expressing yourself as part of communication. Sometimes we assume that other people know our needs, feelings and opinions without telling them. But relying on mind-reading can lead to feelings of loneliness, disappointment, frustration, resentment or hurt. Examine your feelings. You need to examine how you feel before talking with someone else.

- Ask yourself, “What am I really feeling right now?” or “How do I really feel about this issue?” Thinking before you speak will help you understand how you truly feel.
- Share your feelings. State your feelings clearly and honestly and be specific. For example, “I had a discouraging talk with my boss today”, says more than, “Today was a terrible day”.
- Focus on how something affects you. Sometimes it can be easy to blame or point out what another person has done or said. Remember that the other person's feelings are involved, too. Disrespecting that person—and yourself—leads to communication breakdowns.

Listening as Part of Communication

Effective communication is not just talking but also listening. By listening well to other people in your family, you encourage them to talk about what's most important in their lives. It's easy to get careless about listening, especially in families. We take it for granted that we know what the other person means or pretend to listen while doing something else. Listening requires attention. Put

aside anything you're doing to indicate you're ready to listen. If you don't have time right away, set up a meeting for later.

Listening requires openness and respect. You may disagree with what's being said, but be willing to listen anyway. Listening requires both hearing words and sensing feelings. Check your interpretation of what someone is saying by asking questions such as, "Are you saying...?" or "Do you mean...?" Feedback helps the listener know if they've really understood what was said. Listening is difficult when strong emotions are present. Just being with a family member who is experiencing a tough time lets them know you care. Sometimes a gentle touch or hug shows support when you don't know what to say.

Parents to Teens: Let's Talk

Teenagers are faced with life-changing choices and the consequences almost every day. The middle school and high school years are the most difficult for teens because they are neither children nor adults. Their bodies are rapidly changing, and they face tremendous emotional swings as well. Many teens are seeking answers to tough questions such as how they feel about themselves and what they'll do with their lives. Though these years will likely be equally trying for you as a parent, remember that teens still need love, affection, emotional warmth, affirmation and sensitivity to their needs.

Communication is at the heart of intimate human relationships—it is the foundation on which all else is built. Research indicates that the respect parents show for their teen's opinions contributes greatly to the happiness of the home. As always, teens say they want sympathetic understanding, an attentive ear and parents who feel teens have something worthwhile to say.

Important issues for teenagers:

- For parents to be honest with them,
- To talk with them,
- To listen without condemning or judging,
- To be treated with respect,
- To get support at home, school and in activities,
- To get attention and companionship from their parent,
- To help them understand their body and emotional changes,
- For parents to talk honestly about love, sex and relationships,
- To pay attention to them before they get into trouble,
- To show teens what good, responsible relationships look like,
- To talk about peer pressure, drugs and alcohol.

Communication is an on-going process, and families can work together to develop openness between the generations. Communication is one key for harmonious parent-teenager relationships.

Owning What You Say

Good things happen between parents and children when they communicate about what's important to them. But sometimes parents need a little guidance to talk with their children. "I-statements" and "you-messages" are communication strategies that just might help.

I-Statements And You-Messages

I-statements are about me; they focus on what I feel, need or think. They do not place the responsibility on someone else. They make me the centre of attention. They focus on me, tell about me, and describe me. You-messages are about someone else. They are your perceptions of how someone feels or what they think.

You-messages make someone else the focus of the attention. The big difference is that messages about someone else are only guesses about how they look, feel, or what they need. Only that person knows for sure if the message is accurate.

Ownership is the difference between I-statements and you-messages. I-statements convey a person's own feelings, thoughts and needs. Each person is responsible for their feelings. That is, no one can make you feel, think or need something you don't want. Although others can influence your decision, the final say belongs to you and no one else. When people use I-statements, they take ownership of what they feel, think or need. This is the first step in using I-statements appropriately. You-messages, on the other hand, cannot express ownership of feelings because no one can own anyone else's feelings, thoughts and needs.

Appropriate I-Statements

When you want to send a clear message about yourself, use I-statements. Such statements convey ownership and state your feelings, thoughts or needs. Some examples include: "I am angry because your room is not clean". "I need time to myself in order to unwind". Unfortunately, people often use I-statements inappropriately to manipulate others. For example: "I'm so upset at what you're doing, I think I might have a heart attack". "I feel a migraine coming on, and it's because you insist on having everything your way". There's no message about ownership of feelings, a sign that indicates misuse of an I-statement.

Appropriate You-Messages

The following are examples of you-messages used appropriately:

- To give choices. "you can clean your room now or clean it later. However if it's not finished by 6 p.m., you can't watch TV tonight. It's your choice".
- To give praise. "You must feel very proud of how hard you tried".
- To request clarification. "You seem to be really angry". "You don't seem to like the movie".
- To ask questions. "Are you hungry?"
- To reflect feelings, making sure kids are aware of their feelings. "You seem to be feeling very sad". "Tell me about school today".

The Formula For Communicating With I-Statements

The following formula is presented as a guide to help us take responsibility for our feelings. I-statements contain your parts:

- I feel (state feeling)

- when (describe the exact behaviour)
- because (reason for your feeling).
- What I want is (describe the exact behaviour).

More I-statement examples:

- “I feel happy when the toys are picked up, because I need to have things tidy to feel good about our home. I want to thank you for being considerate of my need for order”.
- “I feel very disappointed that you hit your brother. One of our family rules is no hitting. What I want and expect is cooperation in following the family rules and for you to express your anger differently”.

Use an I-statement or you-message appropriately with your child. See if there isn't a positive change in the way you communicate.

Many parents find it difficult to communicate with their children when they are apart. Situations such as separation or divorce or extended absences for work or illness make having a healthy parent-child relationship an even bigger challenge. The impact of separation can be devastating to children, and leave parents feeling helpless.

Absences are especially difficult during the school year, when children need help with their homework and want their parents to be there for school activities and sports.

Regardless of why a parent is away, children still need to know that their parent loves them. Parents will undoubtedly feel their own challenges because of separation from their children. At this point, however, it's important to put the kids first. Especially during times of separation, parents must focus on providing their children with a nurturing environment. You may be wondering how you're supposed to provide a nurturing environment if you rarely see your kids. Below are some ways to creatively stay connected. They aren't expensive and only require some thought and some heart.

- Call them up and ask how their day went.
- Share your morals and values in a letter or conversation.
- Express your love for them when you do talk.
- Mail your child a postcard, letter, or drawing or send an e-mail.
- Encourage your children to talk to you about their feelings.
- Listen patiently to what your children are expressing and feeling when you talk to them.
- Show your children where you are by marking a map, including some of the fun places you'll go together.
- Give children special objects they can use to remember you while you're gone.
- Send frequent pictures of yourself.
- Record yourself reading a story or singing a favourite song.
- Have the child keep track of time apart by putting an “X” on a calendar for every day you are separated.
- Remember important events. Leave birthday or holiday cards for your child to open, or be sure to leave enough time to mail before the big day.
- Create a photo album of you and your child.

- Keep a journal of your “adventures” every day and give it to your child. Or create a book that explains how special your child is to you.
- Reassure your children that they will continue to be loved and protected even though you aren’t there with them.
- Tell your children how important they are to you, over and over again.
- Send them a videotape of you telling them about the day they were born or some other special day.
- Send a care package filled with your child’s favourite treats.

Dealing with Conflict Situations

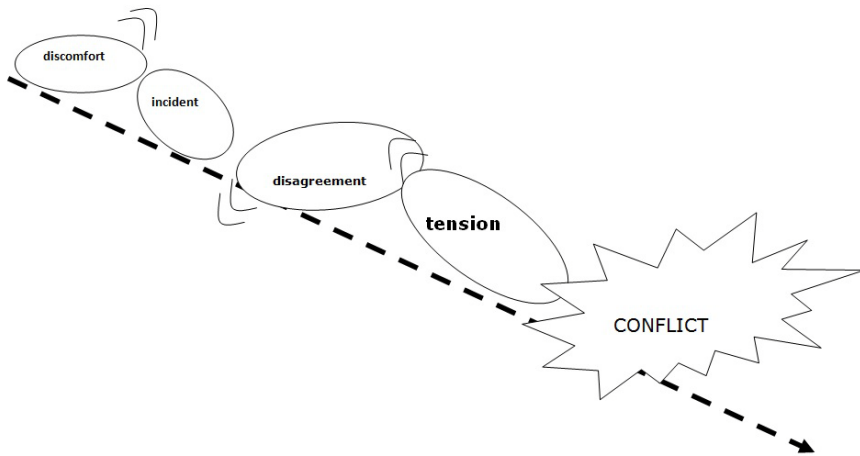
Conflict is a normal part of any healthy family relationship. After all, people can’t be expected to agree on everything, all the time. Conflicts can occur even more frequently in migrant families and the reasons can be very different:

- Lack of money,
- Lack of communication,
- Household chores,
- Disagreements with the children.

In their article *Conflict resolution skills* Jeanne Segal and Melinda Smith¹⁵ consider that learning how to deal with conflict — rather than avoiding it — is crucial. When conflict is mismanaged, it can cause great harm to a relationship, but when handled in a respectful, positive way, conflict provides an opportunity to strengthen the bond between people. Each conflict arises from differences, both large and small. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences appear trivial, but when a conflict triggers strong feelings, a deep personal need is often at the core of the problem. These needs can be a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy.

- **A conflict is more than just a disagreement.** It is a situation in which one or both parties perceive a threat (whether or not the threat is real).
- **Conflicts continue to fester when ignored.** Because conflicts involve perceived threats to our well-being and survival, they stay with us until we face and resolve them.

¹⁵ <http://www.edcc.edu/counseling/documents/conflict.pdf>.



- **We respond to conflicts based on our perceptions** of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs.
- **Conflicts trigger strong emotions.** If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully.
- **Conflicts are an opportunity for growth.** When you're able to resolve conflict in a relationship, it builds trust. You can feel secure knowing your relationship can survive challenges and disagreements. The ability to successfully resolve conflict depends on your ability to:
- **Manage stress quickly while remaining alert and calm.** By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- **Control your emotions and behaviour.** When you're in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
- **Pay attention to the feelings being expressed** as well as the spoken words of others.
- **Be aware of and respectful of differences.** By avoiding disrespectful words and actions, you can almost always resolve a problem faster.
- **Can you experience intense feelings** that are strong enough to capture both your attention and that of others?
- **Do you pay attention to your emotions?** Do they factor into your decision-making?

Nonverbal Communication

The most important information exchanged during conflicts and arguments is often communicated nonverbally. Nonverbal communication is conveyed by emotionally driven facial expressions, posture, gesture, pace, tone and intensity of voice.

Humour, Judiciously Used, Can Effectively Defuse Conflict

Once stress and emotion are brought into balance your capacity for joy, pleasure and playfulness is unleashed. Joy is a deceptively powerful resource. Studies show that you can surmount adversity, as long as you continue to have moments of joy. Humour plays a similar role when facing conflict.

Tips for Managing and Resolving Conflict

Managing and resolving conflict requires the ability to quickly reduce stress and bring your emotions into balance. You can ensure that the process is as positive as possible by sticking to the following guidelines:

- **Listen for what is felt as well as said.** When we listen we connect more deeply to our own needs and emotions, and to those of other people. Listening also strengthens us, informs us, and makes it easier for others to hear us when it's our turn to speak.
- **Make conflict resolution the priority rather than winning or “being right”.** Maintaining and strengthening the relationship, rather than “winning” the argument, should always be your first priority. Be respectful of the other person and his or her viewpoint.
- **Focus on the present.** If you're holding on to grudges based on past resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here-and-now to solve the problem.
- **Pick your battles.** Conflicts can be draining, so it's important to consider whether the issue is really worthy of your time and energy. Maybe you don't want to surrender a parking space if you've been circling for 15 minutes, but if there are dozens of empty spots, arguing over a single space isn't worth it.
- **Be willing to forgive.** Resolving conflict is impossible if you're unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.
- **Know when to let something go.** If you can't come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.

Psychologists¹⁶ discuss about conflict resolution defined as “the process of trying to find a solution to a conflict”. There is the opinion that ideally conflict resolution is collaborative problem-solving, a cooperative talking to-

¹⁶ <http://www.psychologytoday.com/blog/resolution-not-conflict>.

gether process that leads to choosing a plan of action that both of you can feel good about.

When there is a Conflict Afoot?

Decisions are one danger point. Any time two people need to pick a shared course of action they are at risk for experiencing conflict. Seeing things differently can also provoke conflict.

There are 5 identified pathways of conflict resolution – “When conflicts occur, participants have the following options, five in all. Only one of these options leaves both participants feeling good. The other four options are suboptimal resolution pathways”:

1. **Collaborative resolution:** Talking together can bring a disagreement out in the open in a friendly manner so that both parties understand each other’s concerns and then can conclude by finding a mutually agreeable solution. This process is the gold standard for what people generally aim for when they talk about *conflict resolution*.
2. **Fight:** Participants bicker, get mad and even fight about whose way will win, bullying their way to a solution via coercive powering-over.
3. **Submit:** Participants avoid a potentially hurtful fight by giving up on getting what they want, ending the disagreement with the by-product of one person feeling sad and depressed.
4. **Flight:** Participants flee by self-distraction, escaping from dealing with the dilemma by busying themselves with some other activity like an addiction or an obsessive-compulsive habit.
5. **Freeze:** Participants become immobilized in anxiety and tension by staying aware of the problem and at the same time not talking about it.

The Three Steps of Collaborative Conflict Resolution

We may consider three steps through which a conflict must pass if the conflict is to be settled in a way that leaves both sides feeling pleased with the solution and goodwill toward each other. Settling a conflict without getting mad, sad or anxious generally involves the following three steps:

Express initial suggestions

• To begin a process of conflict resolution you need to recognize that a conflict exists. Sometimes that's the hardest time to stay in a positive tone of voice. The first step consists of both sides saying what is initially on their minds. Both sides speak; both sides listen to the other, even though what they want seems to be in conflict. Example:

• Husband: *Let's go somewhere during your stay at home. I want to travel.*

• Wife: *I want to stay at home for the vacation.*

Explore underlying concerns

• This step requires a change from looking at possible solutions, that is, plans of action, to exploring the *underlying concerns* that the initial suggestions had been meant to accomplish. *Concerns* are desires, fears, and other factors that matter to you in a given situation. Example:

• Husband: *I want to travel and explore because I stay at home all year long taking care of the children and going to work. I would enjoy doing something else during our vacation.*

• Wife: *I don't want to travel any more. I work all year long and I would like to rest a bit during my stay at home.*

Find a mutually agreeable solution

• Husband: *You could rest during the first week and then we could go on a trip during the second week.*

• Wife: *I agree. That's perfect for both of us.*

• Agreement and resolution come when the two people involved in a conflict create a plan of action that includes ways to meet the concerns of both parties.

Conflict resolution processes are problematic as a lot of emotions are involved and stimulated: **Anger** – emerges when people feel that they cannot get what they want, or that their point of view is not being seriously considered by the other participant. Anger from one person is likely to provoke anger in the other. Each side may then try to escalate over the other in order to dominate and win, and a fight is on.

Fighting – produces winners and losers, and in the process abandons the actual problem and focuses instead on how much hurt they can cause to the other. That's why a fight typically leaves the original problem unsolved. Each fight therefore increases the likelihood of further fights, a pattern of perpetual conflict, and can lead to verbal or physical violence.

Avoiding conflicts – sometimes looks preferable to fighting. The difficulty with avoidance is that the problem does not get attended to or solved. If the problem continues to hover in consciousness without leading to open discussion, individuals will feel anxiety; couples will experience tension.

Obsessive thinking, compulsive behaviours and addictions – are evidence of avoidance even of thoughts of the problems by means of distracting alternative activities. Disengaged marriages result when spouses avoid conflicts altogether.

Depression – occurs when one side wins and the other loses. The feelings of hopelessness and of anger that underlie depression come from feeling that one's concerns have been ignored, that one is not being listened to, that one cannot get what one wants, or that one has lost.

Fighting, avoiding and giving in all can have serious consequences. They create negative emotions that harm relationships. Also these less-than-satisfactory conflict resolution processes leave the realistic problem in life unsolved. Clearly, peaceful win-win conflict-solving pathways are preferable to either fight, flight or submit responses.

Task: come back to the story of Mihaela. Imagine a conversation between Mihaela and her elder daughter about their relations. Use as many ‘I’ type messages as possible.

Healthy Conflict Resolution:

- All relationships have conflict.
- How you deal with conflict is what is important.
- Conflict can be good for relationships if it is dealt with respectfully and if it solves problems.
- Children can benefit from seeing adults manage conflict well and solve problems through conflicts.

Ask: “Do healthy relationships have conflict?”

Say: “All relationships have some conflict. What is important is how we deal with conflict. In healthy relationships, parents are able to solve problems that come up and work together to resolve conflicts.

Conflict can be good for relationships. If conflict is dealt with respectfully and if it helps to solve problems, it can strengthen your relationship. Although it’s important to not have heated arguments in front of your children, letting children see how you solve a problem can be good for your children, as long as they also see how you resolve the conflict. It can be healthy for your children because it helps them learn how to solve their own problems. However, be very careful about the kind of conflict that you have around your children. It is not healthy for children to see their parents yelling at one another because it can be scary for them”.

Ask: “What are some positive ways that you deal with conflicts in your relationships?”

Support:

- Support your partner by giving encouragement and showing support.
Say: “The next characteristic of a healthy relationship is support. In healthy relationships, partners are supportive of one another and show their partners that they love and care for them”.
- Support your partner’s needs, hopes, dreams, and decisions. You can support your partner through your words and through your actions”.
- Ask: “How do you show your partner that you support him or her?”
- “What else can you do to show your support for your partner?”
- “How would you like your wife/ husband to be supportive of you?”

Empathy:

- Think about how your partner might be feeling.
 - Show your wife/ husband that you care about his or her feelings.
- Ask: “What does it mean to show understanding or empathy toward your partner?”

Say: “Having empathy is about putting yourself in your partner’s shoes and trying to imagine how he or she might be feeling. It means showing your partner that you understand his or her point of view and that you respect your partner’s feelings as being real even if they are different from your own. You

might ask your partner, “How did that make you feel?” or you might say, “I can see that it made you upset’. These phrases show your partner that you care and want to understand his or her feelings”.

Ask: “How has your partner shown empathy?”

Trust:

- Trust takes a lot of time and effort to build.
- Be honest with one another.
- Follow through on promises you make.
- Infidelity can be a sign that the relationship is not going well.

Say: “Trust is a big issue for many couples. You can’t have a healthy relationship if you do not trust one another. Trust builds over time and it takes a lot of effort. Trusting your wife/ husband is about feeling like you can depend on him or her and that you are there to support one another”.

Ask: “How can you build trust in relationships?”

Say: “To build trust, communicate honestly with your wife/ husband and follow through on promises that you make. If you tell your wife/ husband that you will do something, do it! Be someone your partner can depend on and confide in. It takes work to build trust in your relationship”.

Discuss Infidelity

Say: “Trust is big for relationships. One big issue relating to trust is infidelity, or cheating. This can be a sign that there are problems with the relationship. Sometimes when parents have negative feelings and avoid talking about conflicts, it can lead parents to not feel as close to one another as they once did. When this happens, parents may go outside of the relationship to try to find that sense of closeness. When one partner is not faithful, it can be devastating for the relationship. Trust in the relationship is often broken”.

Distance Parental Control

“Parents should expect to maintain full control over their children’s lives until the latter teenage years”¹⁷. The migrant parents we discussed with confessed that, when forced to leave abroad, away from their child/children and spouse, often felt they were losing control, they were no longer in charge of what happened with their families and, even worse, with their own lives. But, before discussing any further issue, let us see how the word **control** is defined in the dictionaries – “control, 1.authority, or impact on incidences, behaviours, circumstances, or individuals. 2. the management of all external circumstances and factors in an experiment so that any modification in the dependent variable can be credited exclusively to alteration of the independent variable”¹⁸.

¹⁷ <http://psychologydictionary.org/control/>.

¹⁸ www.oxforddictionaries.com.

There are three prototypes of adult control¹⁹, each of which has influenced greatly the child-rearing practices of educators, parents and child development experts.

1. Permissive

The permissive parent attempts to behave in a non-punitive, acceptant and affirmative manner towards the child's impulses, desires and actions.

- consults with him about policy decisions and gives explanations for family rules
- makes few demands for household responsibility and orderly behaviour
- allows the child to regulate his own activities as much as possible
- avoids the exercise of control
- does not encourage the child to obey externally defined standards
- attempts to use reason and manipulation but not overt power, to accomplish her ends.

2. Authoritarian

The authoritarian parent attempts to shape, control and evaluate the behaviour of the children in accordance with a set standard of conduct.

- values obedience
- believes in restricting the child's autonomy
- assigns the child household responsibilities in order to inculcate respect for work
- does not encourage verbal give and take, believing that the child should accept her word for what is right.

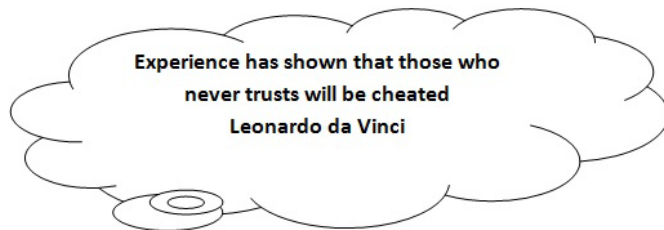
3. Authoritative

The authoritative parent attempts to direct the child's activities in a rational, issue-oriented manner.

- encourages verbal give and take
- shares with the child the reasoning behind her policy
- enforces her own perspective as an adult but recognizes the child's individual interests and special ways
- affirms the child's present qualities but also sets standards for future conduct.

Many parents ask themselves: Is it possible to control the child sensibly? Is it possible to give too much freedom to the child?

¹⁹ D. Baumrind, *Effects of authoritative parental control on child behaviour*, <http://persweb.wabash.edu/facstaff/hortonr/articles%20for%20class/baumrind.pdf>.



Trust – this is believe, that the child activity and decisions will be in the line with parents expectations. Parents trust that the child's behaviour is responsible and honest. They are confident that they can rely on their descendant, not fearing for his safety. If the children know that parents trust them:

- They much more believe themselves,
- They are more independent,
- They act with much ease,
- They are much more brave,
- They relay much more on themselves,
- They cope with new situations much better,
- They do not avoid challenges,
- They are more open to people,
- They feel free,
- They can think independently,
- They are satisfied,
- They have positive relationships with parents.

The bestowal of human trust is an expression of respect for him. The child, seeing that parents believe him, tries not to disappoint them. This position gives him so much pleasure that the child does not want to lose it. If we will trust the child we have a great chance of that, the child will trust us. The reason for the lack of confidence in the child may be a concern that parental educational methods are not fully adequate. Some parents are worried that they committed errors that may be causing improper behaviour of their children. They think that inadequately prepared children for autonomous action.

Parental Control

Excessive control is often the result of fear for their child. These parents are afraid that if they cease to control their child, it starts to behave inappropriately. They think that by this method, the child will not enter the "wrong way". Lack of control does not mean the lack of supervision over the proceedings. By restricting his freedom by monitoring its behaviour, adults have hope that will protect the child from danger and raise them "for good" man. These parents believe that it is an expression of concern and care for their offspring. This treatment causes the child opposition, rebellion and anger. The child may not show those feelings for fear of the anger mom or dad can have. Parents may

feel that by controlling raise their “well-behaved” child. But what does it mean, frightened, dependent, submissive?

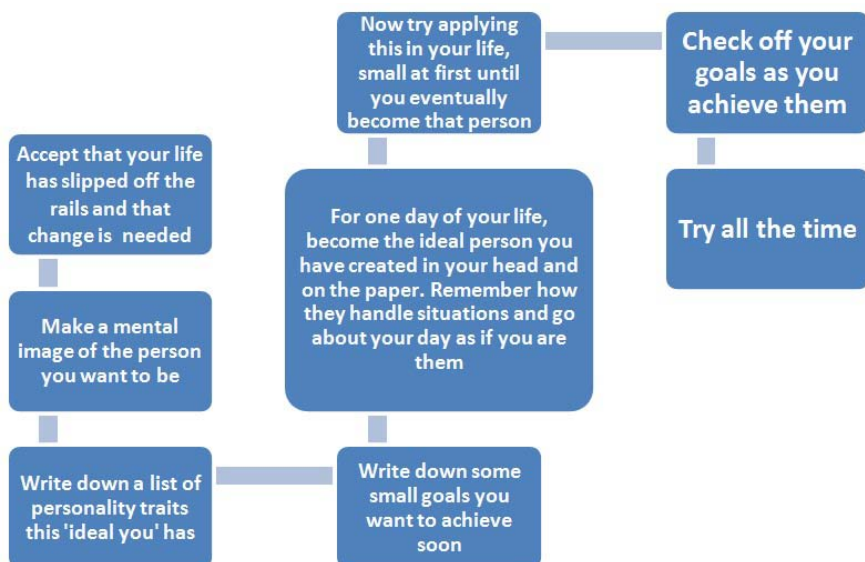
Children “held short” have a much greater temptation and desire to be free of these bonds. Giving the child more freedom does not mean a lack of concern or interest to them. Prohibitions and injunctions, at some point cease to function as an educational tool. With increasing age, children increasingly do not apply to them. Parents see if they lose their power. Kids rebel, fight, close in on itself or give up. Further excessive control of the child will reduce its independence and maturity. It may also be the reason for the deterioration of relations between parents and child. Continuous external control will reduce the formation of the internal mechanisms of self-control. This skill is very important in the life of every human being. Thanks to it we do not need supervision orders and prohibitions, in order to operate effectively. Self-control (self-discipline) is the engine of our activity, contributes to the internal motivation. So boring undue control over the child, restricts its development and satisfaction of their own actions. Then the child can do a lot of things only because it wants to, and not just because it has to do that someone tells and check. The child does not feel free and independent man. Such a situation, in some cases, becomes convenient for him. It does not have to decide, think of everything, because of this they are adults. And if the child will make something bad, it does not matter, because mom or dad or someone else will always check so the child will improve. Do we adults like to be controlled too much? How do we react to the constant checking us? And how do we feel when we see that someone trust us? Are we glad to see that the other person believes in us? Just the same our children feel. We should treat them as we would want to be treated. A person trusted trying not to lose it. The child can take any action in order not to disappoint mom and dad. Parents who have a concern about their child, interest in his affairs, they devoted a lot of time, do not need to use excessive control over everything the child do and think. They can be confident of its future. Family relationships built on mutual trust and interest, are much more durable and stronger than those that are based on continuous monitoring. We may also say that the part of child's role is to make wrong decisions, to try and to fail, so the parents role is not to prevent something what is the essential for growing up, but to maintain and support when the child falls²⁰.

Is it Possible to Gain Control of Your Family Life

Each change is difficult when it involves other people. The main rule is that each change should begun with you. Recovering relations is harder the more conflicts and expectations had been failed in the past. But keeping trying parents and partners may achieve a lot, especially that bound between parent and child is constant. It is not only what parent may do to improve relations, it is what each parent has to do – trying to gain control of the family relations²¹.

²⁰ <http://www.uczdziecko.pl/przedszkolak/artykuly/artikul/zobacz/wychowanie-dzieci-ufac-dziecku-czy-je-kontrolowac.html> Autor: Ewa Ukleja, pedagog szkolny, właściciel Centrum Edukacji SENSUS.

²¹ How to Gain Control of Your Life, Ed. by Here_For_You, Kimmy, T. Yelloizsaschagal and 2 others www.wikihow.com/Gain-Control-of-Your-Life how to gain back control of your life.



Task: Read the story of Mihaela. Say how it would be possible for Mihaela to get back control of her life and don't allow any more her daughters' and parents' wishes to control her life.

Supporting the Psychological Hardships of Migrant Parents

Migration is a process of social change where an individual, alone or accompanied by others, because of one or more reasons for instance economic betterment, political upheaval, education or other purposes, leaves one geographical area for prolonged stay or permanent settlement in another geographical area. Any such process involves not only leaving social networks behind (which may or may not be well established) but also includes experiencing at first a sense of loss, dislocation, alienation and isolation.

According to the qualitative interviews completed with the migrant parents within the project, they often feel lonely and lost after separation with their children and partners. These feelings accompanied by the sense of guilt for leaving the closest ones alone may evoke deeper psychological and physiological problems. For example Czech migrant mothers indicated that experiencing psychological deprivation at first leads to serious physical problems. The feeling of loneliness due to separation from children and partners has been complimented by the hostility and unfavourable conditions of new social settings both at work and living environments.

Keeping this in mind, tools how to cope with loneliness, self-doubt, self-underestimation and development of useful personal skills should enable migrating individuals to cope with the problems identified above. Therefore, the

part of training program related to the psychological hardships of migrating parents²² will focus on suggestions of how:

- to cope with loneliness,
- to raise self-confidence,
- to increase self-esteem,
- to manage personal development skills.

Dealing with Loneliness

Every human being is predisposed to live in a society of other people to feel happy. Although the modernization processes have brought considerable changes in the social role of family, the majority of us is still used to live in a family, surrounded by beloved people. Nowadays more and more people are forced by various outside factors to migrate and live away from the family and beloved ones. It became clear that migration could improve the economic status of adults, but migration also involves the physical separation from children and partners, thereby causing the negative effects for both of them. One of these negative side-effects is “living alone”, which is often accompanied by the feeling of loneliness.

What is Loneliness?

Loneliness is a feeling of being alone and feeling sad about it, in other words it is a state of mind. Loneliness causes people to feel empty, alone and unwanted. People who are lonely often crave human contact, but their state of mind makes it more difficult to form connections with other people.

What Causes Loneliness?

Loneliness is strongly connected to genetics. Other contributing factors include situational variables, such as physical isolation, for instance moving to a new location or getting divorced. The death of someone significant to the person can also lead to strong feelings of loneliness.

The Health Consequences of Loneliness

Loneliness has a wide range of negative effects on both physical and mental health. Some of health risks associated with loneliness includes:

- Depression and suicide,
- Cardiovascular disease and stroke,
- Increased stress levels,
- Decreased memory and learning,
- Antisocial behaviour,
- Poor decision-making,
- Alcoholism and drug abuse,
- The progression of Alzheimer’s disease,
- Altered brain function.

²² <http://bmb.oxfordjournals.org/content/69/1/129.full>.

Luckily, there are a number of ways how to overcome loneliness and to cope with “living alone” effect.

Treating and Preventing Loneliness

John Cacioppo offers a few tips on how to overcome loneliness:

1. Recognize that loneliness is a sign that something needs to be changed.
2. Understand the effects that loneliness has on your life, both physically and mentally.
3. Consider doing community service or another activity that you enjoy. These situations present great opportunities to meet people and cultivate new friendships and social interactions.
4. Focus on developing quality relationships with people who share similar attitudes, interests and values with you.
5. Expect the best. Lonely people often expect rejection, so instead focus on positive thoughts and attitudes in your social relationships.

In order to achieve a balance in life, the individual has to decide what is fundamentally important to her/him underlying happiness. Below you can find 7 steps, which should help to not feeling excluded and lonely.

I. Keep in Touch with Your Children

The more contact you can maintain with people who are important in your life, the better you (and they) will feel. Try to contact with the family every day. There are many different ways to stay in touch with your loved children. (also indicated in other parts of this training program). You should be able to find a way to do at least one of these things²³:

- **E-mail.** This is probably the easiest way of staying in touch. There are free email services worldwide with easily comprehensible instructions for beginners.
- **Facebook, MySpace, or other social networking sites.** Again, this is a free way to see how your family is doing in everyday life, even such casualties as having dinner or preparing school homework.
- **Skype or a web-cam.** Sometimes words aren't enough and you need to see your loved ones faces and hear their voices. This invention of the

²³ <http://www.wikihow.com/Live-a-Year-Alone>, <http://www.wikihow.com/Deal-With-Loneliness>
<http://www.shelteroffshore.com/index.php/living/more/dealing-with-homesickness-living-abroad-10290>
<http://psychcentral.com/blog/archives/2012/07/16/10-more-ideas-to-help-with-loneliness/>.

modern technologies is especially useful the keeping in touch with the far away family and friends.

- **Call them.** Calling is the best thing to do if you want immediate answers/advice, or if you just want to talk for hours on end. (although it is often the most expensive way of communication).
- **Text them.** This is a good way to get instant answers/advice.
- **Write them a letter!** For some, this seems old-fashioned, but you can still do it! It's very useful!

II. Strengthen Existing Relationships

You probably already have people in your life that you could get to know better, or connections with family that could be deepened. If so, why not call friends more often, go out with them more, and find other ways to enjoy your existing relationships and strengthen bonds?

III. Stay Connected to the World around You

Have a computer and a TV so that you know what's going on around you. Sometimes living alone can make you feel like a hermit, so give yourself easy connections to anywhere in the world. After watching the news you are welcome to share them and discuss everything with your children.

IV. Get Involved in Various Activities

Join a sports league, take a class or go for a jog – it will freshen your mind. Volunteer within your community. If you are very shy, find a group for social anxiety, even if it has to be online. Look on places like Craigslist or local news websites for activities in your area. Don't attend functions with the sole idea of making friends or meeting people. Try to go with no expectations whatsoever and to enjoy yourself regardless of what happens. Look for activities that interest you and that also involve groups of people like book clubs, church groups, political campaigns, concerts and art exhibitions.

V. Do Social Activities by Yourself

Many times it isn't the family member you are missing, but the activities and hobbies you shared. Take yourself out. For example, if you would have gone out to dinner or to a movie with your children, then take yourself out to a movie or to a restaurant where you've been eating frequently. Although, at first, it may seem awkward to be doing things by yourself that you used to do with your children, don't hold yourself back. It is not strange to be by yourself and out doing things!

Take a book, magazine, or journal with you if you go out to eat or have coffee on your own, so you'll be occupied when you would usually be conversing. Bear in mind that people do go out on their own on purpose just to have "me" time by themselves; it is not as if people will look at you sitting alone and assume you have no friends.

VI. Keep Yourself Busy

Keep yourself busy by doing some activities! Moreover you can make a deal with your child for instance that from the next week both of you will start to learn foreign language. So it will create an invisible connection among you and your child, because after classes you'll have an opportunity to share your knowledge, gained during the classes, via Skype or social networks. You can do the same with other activities and broaden your horizons by learning how to do new things, or do things that you already know about, such as: painting, yoga, aerobics, drawing, sculpting, ceramics, cooking, sewing, swimming, reading, playing/learning a musical instrument and so forth.

VII. Get a Pet

Pets — especially dogs and cats — carry so many benefits, and preventing loneliness is one of them. Rescuing a pet combines benefits of altruism and companionship, and leaves you with several loneliness-fighters. It can connect you with other people — walking a dog opens you up to a community of other dog-walkers, and a cute dog on a leash tends to be a people magnet. Additionally, pets provide unconditional love, which can be a great salve for loneliness

VIII. Keep Looking for an Opportunity to Visit Your Family

Book a trip back home as soon as you can. Get the tickets in place and the date on your calendar because then you will have something very positive to look forward to, and that will get you right through until that point in time. Even if physical distance is huge, you can work, you can save and you can look every single day online for a good deal on a cheap flight home. There are ways of achieving a home visit even if the distance is long and the expense high — set yourself the challenge of a visit and you will be amazed at how resourceful you become in achieving the goal you set yourself.

Building Self-Confidence

“With realization of one’s own potential & self confidence in one’s ability, one can build a better world“, said Dalai Lama. Being unsure of yourself could cause the feeling of wanting to do something but feeling terrified to start. This not only limits your potential in life; it also minimizes your ability to make a positive impact to the world around you.

What is Self-confidence?

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect.

True self-confidence isn’t an overnight acquisition. It takes dedication to realize you are a good human being that is worthy of respect and love. There are several steps how improve self- confidence.

I. Recognise your Insecurities

What does that voice in the back of your mind say? What makes you uncomfortable or ashamed of yourself? This could be anything from acne, to regrets, friends at school or a past traumatic or negative experience. Whatever is making you feel unworthy, ashamed or inferior, identify it, give it a name, and write it down. You can also tear these written pieces to start feeling positive on those points.

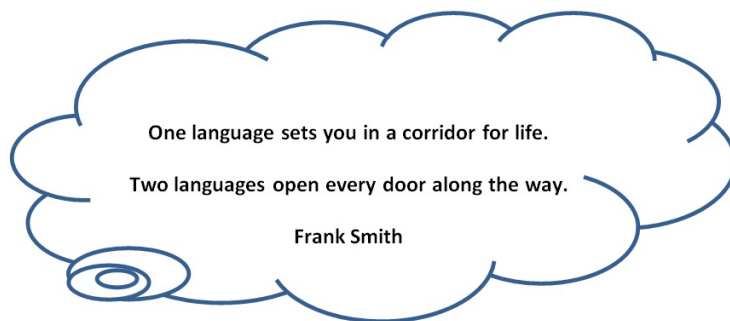
II. Talk about It with Friends and Loved Ones

There's no quick fix. Get to the root of the problem; focus on it and understand that you need to resolve each issue before you can move on. Check if it's an old past emotion and if it is really still relevant or applicable in your life today. And that doesn't mean you have to get rid of whatever makes you feel bad (many times, you simply can't). You need to learn to accept yourself, your past, your circumstances as they are, without necessarily thinking of them as "bad".

III. Learning, Knowledge and Training

Learning and research can help us to feel more confident about our ability to handle situations, roles and tasks. Learning and gaining knowledge can sometimes make us feel less confident about our abilities to perform roles and tasks, when this happens we need to combine our knowledge with experience. By doing something we have learned a lot about we put theory to practice which develops confidence and adds to the learning and comprehension.

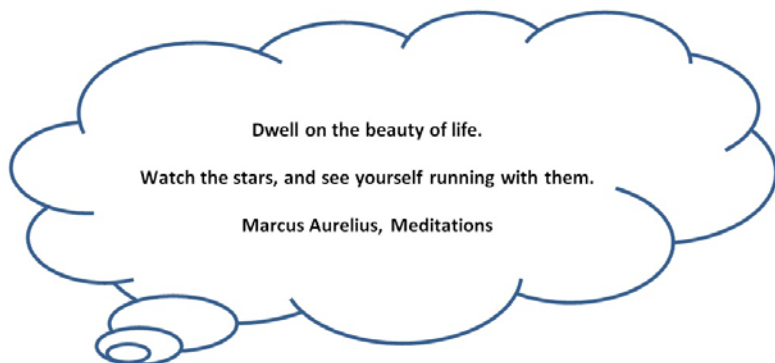
The insufficient foreign language capability is probably one of the main issues migrants face when living in other country. This problem could be solved by taking courses of foreign language as soon as possible. It will help to resist changes and to adapt to a new society by getting better to know the language as well as the culture. It will also open the door to new opportunities of joining various activities and groups, making new contacts and finding friends.



Other important learning target is an acquaintance with new technologies and e communication tools, which is necessary for keeping contact with the family back home as well as getting access to broader employment opportunities.

VI. Think Positive and Identify Your Successes

Positive thought can be a very powerful way of improving confidence. The basic rules of positive thinking are to highlight your strengths and successes and learn from your weaknesses and mistakes. We often dwell on things that we are not happy with in our past – making them into bigger issues than they need to be. These negative thoughts can be very damaging to confidence and your ability to achieve goals.



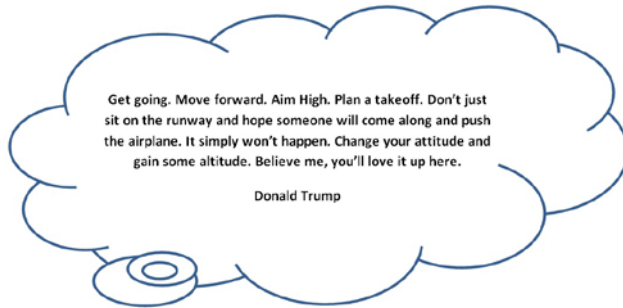
Try to recondition the way you think about life:

- **Know your strengths and weaknesses.** Everyone is born with talents and strengths, so discover the things at which you excel, then focus on your talents. Give yourself credit for your successes. When you're following your passion, not only will it have a therapeutic effect, but you'll feel unique and accomplished, all of which can help build your self-confidence. Write a list of things that you are good at and things as well as things you know need improvement. Discuss your list with friends and family, inevitably they will be able to add to the list. Celebrate and develop your strengths and find ways to improve or manage your weaknesses.
- **We all make mistakes.** Don't think of your mistakes as negatives but rather as learning opportunities.
- **Accept compliments gracefully and compliment yourself.** When you receive a compliment from somebody else, thank them and ask for more details; what exactly did they like? Recognise your own achievements and celebrate them by rewarding yourself and telling friends and family about them.
- **Use criticism as a learning experience.** Everybody sees the world differently, from their own perspective, what works for one person may not work for another. Criticism is just the opinion of somebody else. Be assertive when receiving criticism, don't reply in a defensive way or let criticism lower your self-esteem. Listen to the criticism and make sure that you understand what is being said, use criticism as a way to learn and improve.

- **Try to stay generally cheerful and have a positive outlook on life.** Only complain or criticise when necessary and when you do, do so in a constructive way. Offer others compliments and congratulate them on their successes.

VII. Talking to Others and Following Their Lead

Generally people are attracted to confident people – confidence is one of the main characteristics of charisma.



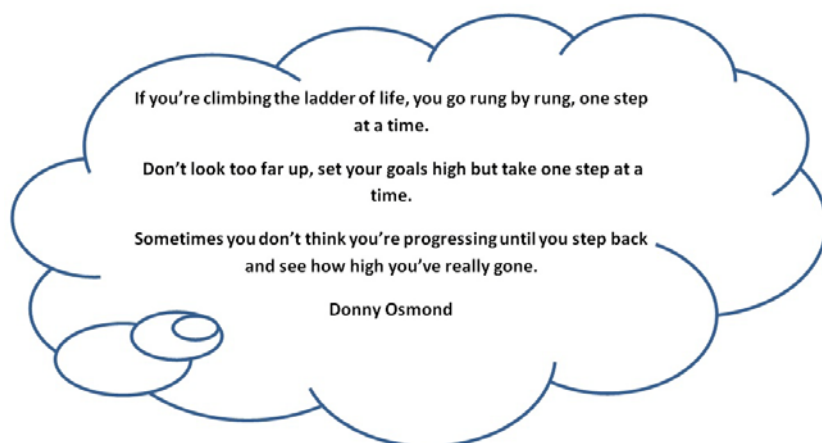
Speaking to and being around people who are confident will usually help you to feel more confident. Learn from others who are successful in fulfilling the tasks and goals that you wish to achieve – let their confidence rub off on you. As you become more confident then offer help and advice, become a role-model for somebody less confident.

VIII. Help Others

When you know you're kind to the people around you, and are making a positive difference in other people's lives (even if it's just being kinder to the person who serves you coffee in the morning), you'll know that you are a positive force in the world-watch will boost your self-confidence.

IX. Gain Experience

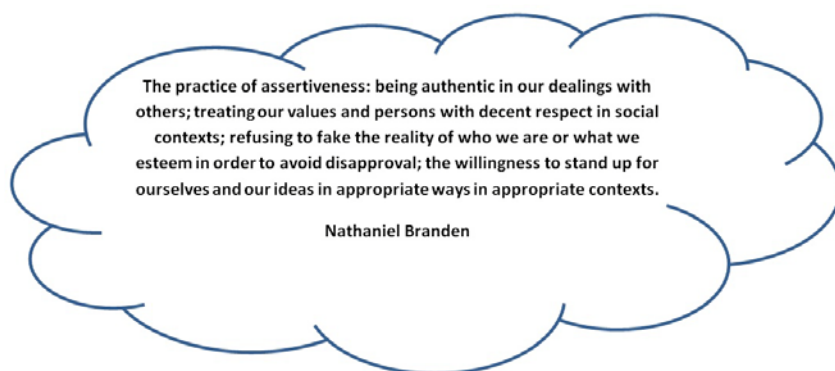
As we successfully complete tasks and goals, our confidence that we can complete the same and similar tasks again increases.



Gaining experience and taking the first step can, however, be very difficult. Often the thought of starting something new is worse than actually doing it, this is where preparation, learning and thinking positively can help. Break roles and tasks down into small achievable goals. Make each one of your goals fit SMART criteria. That is to make goals Specific, Measurable, Attainable, Realistic and Timed.

X. Be Assertive

Being assertive, means standing up for what you believe in and sticking to your principles.



Being assertive also means that you can change your mind if you believe it is the right thing to do, not because you are under pressure from somebody else. Assertiveness, confidence and self-esteem are all very closely linked – usually people become naturally more assertive as they develop their confidence.

Give a Boost to Your Self-Esteem

Has your self-esteem gone into hibernation with the bears or fallen by the wayside like the leaves on the trees? Before you let one more moment slip away, put the spring back into your step without waiting for the thaw. Whether your self-esteem is still going strong, fading, has disappeared altogether, it makes sense for all us to nurture our confidence. Confidence equips us to face the tough and unpleasant times and allows for joy and pleasure when living is easy.

There are suggested six steps to increase your self-esteem:

Recognize and embrace your positive qualities	Make a list of all your assets including skills, experiences, physical and social resources, talents, and anything else that makes you feel good about yourself. Add to the list the compliments that others have given you as well. Reminding yourself of all your assets is a sure confidence booster
Accept that you are a desirable package rather than any one individual item	Accept that you are not perfect. Don't let any one particular shortcoming negate that you are a complex, multifaceted desirable package. See the desirable package that you are by taking a picture of yourself with a big smile on your face and post it on your bathroom mirror. Every time you look at your smile think of each of the positive characteristics that define you
Trust that you are competent	Remind yourself of all the problems you have faced and tackled. Have faith that even if you cannot deal with a problem yourself that you will have the ingenuity to get the help, skills, or knowledge that you need. Doubting your capability? Take on a new challenge and prove to yourself you CAN rather than you can't. Pay attention to each accomplishment regardless of how small and make a mental note or, even better, keep a note pad. Give yourself extra credit when it required significant effort and don't forget to pat yourself on the back. The "can do" attitude will contribute to the positive perception of yourself and lead to the achievement of your goals
Believe in your own worth	Recognize the means of making yourself a priority some of the time. Think of something you want to do and do it. Give yourself permission to say no, ask for what you want, or manoeuvre into a position to make it happen. Be prepared to tolerate disappointing others for the sake of recognizing that you matter and taking care of yourself

Turn back time	Think back to most recent experience where you felt you fell short, made a mistake, or messed-up and force yourself to name five things that went right. We are not defined by any one thing but by the accumulation of our experiences
Look in a mirror and smile!	Look in a full size mirror and pick five things that you are looking at that make you feel good. You can pick five things you see on the outside such as your physical attributes: eyes, lips, hair, nails, legs, feet, toes, or smile. You can also pick things related to your style such as: your hairdo, clothing, stance, make-up, shoes, or jewellery. In addition, you can pick items that come from the inside such as: your sparkle, spirit, energy, compassion, or kindness. Having trouble? Ask someone that matters to you to name five things you have to feel good about yourself. Try this every day for a week

Managing Personal Development Skills

Personal development is a lifelong process. It's a way of people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential. Personal development could play a very important role in your life especially after you left your country and chose to start your new life abroad. It could help you to highlight basic needs in your life and moreover to set life goals which can enhance your employability prospects, raise your confidence and lead to more fulfilling, higher quality life abroad.

Personal development consists of many elements, where every element could increase your ability to live happy and successful life overseas.



According to Abraham Maslow²⁴ the personal development is called the process of Self-Actualization, which refers to Self-Fulfilment and the need to reach full potential as a unique human being.

Self-actualization is the desire that everybody has 'to become everything that they are capable of becoming'

Who am I? Self Identity

The process of self-identifying raises the question how do you define yourself. The best way to find out this is to take a blank piece of and a pen and write down as many words, roles, groups and thoughts about your identity that you can think of. Take about 10 minutes over it. Then sit back and consider whether these are really the things that define you – are you more than this²⁵?

Being abroad and being alone you may always look for the possibilities of investing in your own potential. The idea of Life-Long Education is realized in many European countries on the free of charge educational possibilities, both

²⁴ <http://www.skillsyouneed.com/ps/personal-development.html>.

²⁵ http://www.beingmore.co.uk/Identity_how_do_you_define_yourself.html
<http://www.mindfithypnosis.com/who-am-i-self-identity>.

vocational and general. There are a lot of Open Universities, Folk Schools open to anybody who wants to develop and gain new skills. What you need to do is to look for the possibility. It is likely that your talents will be seen and appreciate.

Case study 5 Magda left country and started a new life in United Kingdom when she was 32 years old woman. With no education, vocational qualifications, knowledge of language she found a job as a house cleaner. The job was hard and the only thing which kept her well was the hobby she got – photography. She made a lot of landscapes. Her friends without her knowledge send the samples of her work to several photo agencies. There was a moment when she stared to sell her photos. In a next few months she was accepted as a photographer recording the Spanish project concerning sharks life. She was given training in diving, Spanish language course and underwater photography.

Self-Awareness and Self-Knowledge: The JOHARI Window

American Psychologists, Joseph Luft and Harry Ingram (1950's) developed the Johari Window²⁶ method to better understand and evaluate one's potential. This window model can be used as a self assessment technique, and helps us to understand the elements that there are that make up our own knowledge of ourselves, and the possibility of the development of that self-awareness.

	Known to Self	Unknown to Self
Known to others	Open Area (1)	Blind Area (2)
Unknown to others	Hidden Area (3)	Unknown Area (4)

Open Area (1)

This area has information that both you and others know about yourself. In a new team, this area will be small, but the aim is that as you get to know each other better, this area will increase. This can be increased by sharing with others, and listening to feedback about yourself. This area can be increased

²⁶ http://www.sqa.org.uk/files_ccc/CB3496_self_management.pdf.

both by developing area 1 into area 3 where others will find out more about you, and area 2, where others will share things about your performance that you may be unaware of. You will recognize that this can be a painful process and you need to trust the people you share with. Obviously, any feedback needs to be honest but constructive, and developmental.

Blind Area (2)

This area has the information that is known by others, but is unknown by yourself. We may find it hard to recognize to begin with, that there might be things that only others know about us. Think about this area as the issues that we haven't recognized yet. These may be in our subconscious. We can often recognize things that are the truth about us when they are shown to us. We may have been giving the team good ideas for a while before recognizing that we are an "ideas person". We all have hidden potentials and weaknesses, and with more knowledge we may come up with strategies to develop these areas.

Hidden Area (3)

This area has the information that is known to ourselves but is hidden to others. These will include hidden agendas, undeveloped potentials, emotions, fears etc. This area is a natural area to have. No one should share everything with everyone, but there may be information that is work related that could be moved to the known areas.

Unknown Area (4)

This area includes information that is unknown both to ourselves and others. This area has hidden potentials, feelings that we are completely unaware of. Do you recognize that in an emergency (or in a new situation), we will sometimes surprise ourselves by the way we react. An example would be a person who has lived a quiet normal life, but has been heroic in a situation where others were threatened. As we become more self-aware, this area will decrease. We may begin to recognize why we act in the way that we do. Has a childhood event effected how we live now? Perhaps bullying has left us with a legacy of lack of confidence, or an inability to trust others. The ability to understand ourselves gives us the tools to develop strategies to challenge ourselves and achieve our own personal goals.

The Johari window shows that we are a sum of our knowledge, the knowledge of others, and of hidden potentials. The benefit of this knowledge comes when we try to collect information about ourselves, and grow in understanding of who we are, "warts and all". Knowledge is power. We can develop those areas that we are weak at, and cultivate our strengths. This information can help us to overcome such barriers.

Long-distance Parent-Child Communication

Family communication patterns have changed since we were children. The way family members interact with one another has been altered by a variety of social influences. Divorce, single-parent families, mothers with careers outside the home, the longer wait to start families, the move from agrarian to an

industrial society, ICT and increasing mobility all have influenced the nature of families and their communication. This fact explains why nowadays parents need to be assisted by developing new family communication strategies.

Communication plays a major role in determining the quality of family life. The families with high quality of family life are called “healthy families”. The researcher Virginia Satir²⁷ found that in healthy families, “the members’ sense of self-worth is high; communication is direct, clear, specific, and honest; rules are flexible, humane, and subject to change; and the family’s links to society are open and helpful”. In such families people listen actively, they look at one other, not through one another; they treat children as people; they touch one another affectionately regardless of age; and they openly discuss disappointments, fears, hurts, angers, and criticism, as well as joys and achievements.

In another study, the researcher²⁸ identified ten factors that were associated with families that had good communication. Those factors, in order of impact, are openness, maintaining structural stability, expression of affection, emotional and instrumental support, mind-reading (knowing what others are thinking and feeling), politeness, discipline (clear rules and consequences), humour, regular routine interactions, and avoidance of personal and hurtful topics.

The parent-child communication reflects the most primary intergenerational relationship in the family. Societal structure and the child’s needs obligate parents to care for their child. Children are born dependent on their parents and require the aid of their parents. Unlike mate relationships, which are usually relationships of choice, children do not choose their parents. Regardless of whether parents consciously choose to have children, the parent-child relationship is one of obligation to some extent.

Practical Strategies How to Arrange Long-distance Communication in the Family

It might be complicated, but this does not mean that the parent that lives far away cannot do his part of parenting. With some effort and planning, it is possible to have a close relationship with your child even from far away. In our trainings we meet parents and children in families living with regular separation due to work, who develop strategies to manage being apart. Here are some of the practical strategies of how to arrange your communication.

Communicate and Collaborate with the Other Parent or Grandparent

One of the most important ways to ensure you have a strong connection to your kids is to do everything possible to **communicate and collaborate** with the parent who has primary custody. It is one of the best ways to keep abreast of what is happening in your children’s lives. Parents can still mutu-

²⁷ V. Satir, *People making*, Palo Alto, CA: Science and Behavior Books, 1972.

²⁸ John Caughlin, *Family Communication Standards: What Counts as Excellent Family Communication and How Such Standards Associated with Family Satisfaction?*, “Human Communication Research”, 29, January 2003, pp. 5–40.

ally decide on the important issues concerning their children: school, education, social clubs, health care and so on.

Use Skype

Today more than ever, people are able to stay connected from a distance. In addition to telephones, there are many ways to reach out that are not that costly. If you have Internet access in your home, it can be a great way to have regular contact with your child. Of course Skype or Face time, are absolutely favourites within the families, because you can not only hear, but also see each other. So your verbal communication can be complimented with non-verbal communication.

Send E-mails and Messages

This is a great way to stay connected with your child from a distance and across time zones. Texting is a great way to share information and feelings. Sometimes it is enough to send an SMS with Smile to support your child and encourage him or her before the test in the school. Children also like to be informed about where you are and what you are doing. A short message, like "I am in London today. It is raining". helps you to create the presence feeling in your communication with children.

Use Social Media to Share Photos and Videos

Make photos and videos of your new neighbourhood, home, office, or friends. You can record yourself reading your child a story or poem or singing him or her a song. Ask your child or your partner to do the same. Share it on Social Media.

Keep the Lines of Communication Open

Agree with your child and with your partner about appropriate time for whole family communication. But nevertheless plan a time for *tete a tete* communication with your child. It is also very important, if possible, to keep the line open for spontaneous communication with the child.

Send a Mail

Let's not forget the good mail, either. Children absolutely love to get mail! You can always send a note or a card, just to let them know that you're thinking of them and that you love them. Consider sending small packages every so often. They need not be expensive items. Small items like Lego, flavoured lip gloss, action figures, and art supplies are easy to mail and inexpensive. Children of any age would love to get some cookies or candies. Do not expect that your child will automatically respond with the same frequency that you are contacting him. It does not mean that they don't appreciate what you're doing, or that they don't care. They just don't have the maturity yet to be that socially aware.

Be Prepared for Ups and Downs

Children don't answer every e-mail from parents, and they don't always want to talk on the phone when parents call. It can hurt when that happens. It can

feel as though you're being ignored or rejected. Children can also react the other way by crying when they hear a parent's voice on the phone and begging you to come home. In fact, you might get one response when you call one day, and the opposite when you next call. Try to take these rejections and emotions in stride and to understand that this is normal behaviour for children.

Babies and preschoolers go through phases when they are more attached to one parent or another. They may cry for one parent (usually the mother) when she is not home at dinner or at bedtime. They also have a fuzzy understanding of what it means for someone to be away. One minute your child may be in tears thinking you are gone forever and the next, distracted by a story or by play, may not even want to talk if you call.

Young school-age children may miss a parent terribly when they allow themselves to focus on the absence. But they also have active lives of their own, with friends, play, and interests that keep them occupied. It's not unusual for a child at this age to be "too busy" to talk when you call. If you are living at a distance after a separation or divorce, the emotions, and your child's interactions with you, can be more complicated. At around age 9 or 10, children of divorced parents may go through a "loyalty crisis", worrying that expression of love or affection for one parent is a betrayal of the other.

Teenagers can be hard to communicate with when you're in the room with them. It can be even harder to keep communication going at a distance. This is a stage of development when your child is trying to establish his or her independence from you, and the teenager may show that by choosing not to talk to you some days, or by answering your questions with the briefest possible responses ("yes", "no", "dunno"). Other days, she may be angry at you for being away or tearful that you're not there to help with a tough homework question.

Communicate about Your Feelings

Separated families, because of the crush of everyday responsibilities and tasks, may lapse into talking only about the task-oriented, mundane aspects of making life work: house cleaning, shopping, school, and other uninspiring topics. Healthy families communicate about much more: their relationship, how they are feeling, and how others are feeling. They make time to converse, no matter how busy they are. They have another-orientation in these conversations, instead of focusing on themselves.

In order to maintain a relationship with a child over a long distance, you may need to listen to the feelings of pain, rejection, loss, and anger that your child is experiencing. And you may find yourself experiencing the same emotions. But by keeping in close contact even through difficult times, you can maintain a close, loving, and trusting relationship with your child.

End Note

As you already know, the ways of the parent-child communication depend on the age of the child and his or her needs. Some of the child's needs have a permanent nature, appear during limited lifetime and are determinate by child's development. Nevertheless there are some practical strategies of par-

ent-child communication that can be applied at every child age and probably in any situation and help to keep emotional contact with the child.

Practical Strategies How to Keep Emotional Contact with the Child

Every parent knows the importance of emotional contact with the child. Even for present parents it is not easy to keep deep sustainable emotional relation with the child. For the separated parents it might be a challenge. For developing of these practical strategies we combine the idea of “emotion coaching” from John Gottman’s and Joan De Claire’s book “Raising an Emotionally Intelligent Child”²⁹ with our own parent training experience. The idea of these strategies is to show how the parents can assist the children in mastering their emotions. John Gottman and Joan De Claire argue that if the children once master this important life skill, they will enjoy increased self-confidence, greater physical health, better performance in school, and healthier social relationships. The researcher equip parents with “emotion coaching” process that teaches parents how to: – Be aware of a child’s emotions; – Recognize emotional expression as an opportunity for intimacy and teaching; – Listen empathetically and validate a child’s feelings; – Label emotions in words a child can understand; – Help a child come up with an appropriate way to solve a problem or deal with an upsetting issue or situation. We are going to show you how “emotion coaching” works in real parent-child communication contexts by applying very practical strategies. Every parent-child conversation is presented from the emotion dismissing and emotion coaching point of view. By following these strategies parents can develop their communication skills and improve their family communication.



1. It is not surprising that family communication expects effective listening. In the long distance and often-stressful context of family life, active

²⁹ J. M. Gottman, J. DeClaire, *The Heart of Parenting, Raising An Emotionally Intelligent Child*, Simon & Schuster, New York 1997.

listening skills are essential. Unfortunately your children often need you when you are busy with other important mutual matters. And the child wants the immediate response of you. To be honest, only in several cases you really need to react immediately, despite your own needs and other obligations. If you really are unable to listen to your child at that moment, say it freely, label your own emotions in words a child can understand, explain your reason and appoint the other time for conversation. But be careful. You need to keep your promises. Try to be really present during the appointed time and deal with your child's message and needs, because you probably will not have any more occasions to talk about this topic. Firstly, the trust can be damaged if you will not be concentrated during the talk or if you ignore your child; secondly, new circumstances and developments will come to the fore and shade on those experiences, so that a part of your child's life will pass you by. And as a consequence, you will lose the chance to improve your relation with your child and the next time it will be more difficult to understand each other.

Situation:	You have received a letter from the taxation authorities. It is written in a very bureaucratic manner and you are finding it difficult to figure out what exactly it is talking about. At this point, your child comes to you or contacts you on Skype, shows you a sock and says "It's got a hole in it. What do I have to do? I'm going to Arthur's place".
Your expectation:	You need some time to read the letter and you do not want to be disturbed. You would like your child to solve this problem by himself
Emotion-dismissing response:	Do you really need these particular ones? Can't you just wear the other ones? Give me a break, please. Just take another pair. That's fine, the hole is tiny. Wear them as they are. Why do you always rip everything? Can you sew them yourself, please? Or ask Grandma. When are you going to learn to take care of your socks?
Consequences:	If you answer in any of the ways above, you are effectively ignoring your child's request, letting him know that his problems don't seem serious to you, accusing him of being messy and careless.
Results:	Your child may feel offended, disappointed, abandoned, helpless and lonely. In other words, your child may start doubting that you love him.
Does the result match your expectations? No	
Emotion-coaching response:	I see you are disappointed. But this is a very important letter, darling. I'd really like to finish reading it. Can you give me 5 minutes? Then we'll take care of your sock.
Consequences:	Perhaps you still won't understand what the tax authorities want from you, but at least you'll have time to switch emotionally from the letter over to your child.
Results:	Your child won't get what he wants immediately, and perhaps the solution the two of you will settle on will be different, but he will feel that you are willing to hear what he has to say and that you aren't indifferent to his requests. Your child will probably feel a lot more protected and loved than 5 minutes ago.
Does the result match your expectations? Yes	



1. Please remember a real situation where your child disturbed you. How did you react? Was it an emotion-coaching response?
2. Please read a story of Alexander from Latvia from the Stories Book. Did the parents always take time to listen their daughters?

2. Be sensitive and notice low-intensity emotions before they escalate to more high-intensity emotional expressions. It is important in every situation, but is crucial in cases of negative emotions like sadness or anger. The parent must be aware that such case might be a useful time to teach the child, before the child becomes too flooded with negative emotions. You can help a child to come up with an appropriate way to solve a problem or to deal with an upsetting issue or situation. If the parent does not notice or care to acknowledge the low-intensity emotions, or is not aware enough to detect these emotions, it will be quite complicated for the child to understand and accept the limits of acceptable behaviour.

Situation:	The 6-year-old son who is trying to colour a picture is becoming annoyed by the younger sister who is trying to take away some of the crayons. The boy says: "Mum, let her go away. She is stupid. I paint a sun and she takes away my yellow crayon".
Your expectation:	The children respect each other and friendly play together.
Emotion-dismissing response:	<ul style="list-style-type: none"> - Come on, she is not stupid. She is small. She likes to play with you. - Please do not be a little boy. Just paint the sea instead. - She is your sister; you have to love her and have to share with her
Consequences:	The boy will feel ignored and unprotected. Probably he tried to preserve his painting and crayons and became aggressive. His anger (low-intensity emotion) escalated to aggression (more high-intensity emotional expression).
Results:	The boy will feel resentful, probably refuses to cooperate with you and with my sister.
Does the result match your expectations? NO	
Emotion-coaching response:	<ul style="list-style-type: none"> - Are you angry? Yes, your sister is too small to understand that she disturbs you. It is really annoying.

	<ul style="list-style-type: none"> – Your painting is great, the sun is fantastic. I understand that you are angry. Could you give your sister the other crayon, which you don't need now? – I see you are upset. You are right, it is very annoying to be disturbed. Nevertheless it is not acceptable to beat your sister
Consequences:	You will probably have two unsatisfied kids. But nobody will feel unloved. In this way you teach your boy about the difference between being angry and being aggressive.
Results:	Next time your assistance in resolution of such kind of conflicts probably will not be needed.
Does the result match your expectations? Yes	



1. Please remember a real situation where your child was flooded with negative emotions. Was it possible to prevent the escalation by an emotion-coaching response?
2. Please read a story of Alexander from Latvia from the Stories Book. Were the parents always aware about low intensity emotion of their daughters?

3. Respect your child's feelings, do not ignore them, and do not force him what he really does not feel. Help your child to understand his feelings, share the child's feelings, if there is a reason for joy or worry. It is easier to build trustful and confident relationship on a background of positive emotions. See your child's emotion as an opportunity for teaching or intimacy. Parents should have real conversation with their children, not a monologue.

Situation:	Your child comes home from school with enthusiasm and says that he was lucky today. The teacher had asked him a question, he did not know the answer and then the bell rang. Because of that the teacher did not put a bad mark.
Your expectation:	You would want the child to understand that he should not rely on luck, but on knowledge.
Emotion-dismissing response:	<p>No reason for the fun! So you did not learn the lesson yesterday? How many times do I have to tell you that you have to learn not just for the grades, but for knowledge! You have always been an ignoramus. Hoping that you will always carry on like this? It does not happen that way.</p>

	Go right now to learn the lesson, tomorrow nothing will save you.
Consequences:	The child feels caught in ignorance, maybe he will feel misunderstood, fear of the inevitable unpleasant consequences in the future. The fun will be over. Perhaps he doubts about his rights to have fun.
Results:	The child will realize that you are interested only in good marks, not his feelings.
Does the result match your expectations? NO	
Emotion-coaching response:	Are you glad you were lucky? You would not like to get a bad mark, would you? What do you think you will be asked about the homework tomorrow? Do you think there is a chance you will be this lucky again? Do you need any help to prepare for the lessons?
Consequences:	With high probability, the child himself will now try to learn everything at the lesson. The child will feel your concern about him/her and that you are interested in his/her performance at school. Your response will strengthen his confidence in you.
Results:	The child feels your support and at least today tries to complete the task really well
Does the result match your expectations? Yes	



1. Please remember a real situation where you did not think that your child should have been excited. How did you react? Was it an emotion-coaching response?
2. Please read a story of Alexander from Latvia from the Stories Book. Did the parents always take time to listen their daughters?

4. When listening to a child, try to understand what actually happened and what the child is trying to tell you. Help your child to identify his/her feelings and share them. This strategy is especially important when it comes to negative emotions. In fact, we rarely have only one feeling. Typically, it is a tangle of such strong emotions that it is quite complicated to consider what actually has happened. The temperature of feelings is connected with the gap between our expectations and reality. Sometimes children will begin to constructively refer to what has happened as soon as they calm down. So give your child time to calm down and then investigate what has really happened.

Situation:	Your daughter is in tears: Kate, you fool! I hate her. She invited Elly for her birthday, and not me! And now, Elly says they are best friends, and they will not be friends with me.
Your expectation:	You want your child to quickly calm down
Emotion-dismissing response:	It is good that they have left you alone. You should learn the lessons and not cry. I have always said that she's a bad girl! Find yourself other friends! There is no reason to be upset. Today quarrel, make peace tomorrow. Do not worry, we'll buy you a new mobile phone, and they will envy you. As you are so upset, you are allowed to watch TV longer. Yes, they're stupid, they don't understand what a nice girl you are.
Consequences:	In fact, you try to distract the daughter from her experience. You do not give her any chance to understand her feelings, try to force her to feel other feelings that may be far from her reality. You see the daughter's emotion as an unreasonable demand and try to replace her negative emotions with other feelings. You are ready to offer everything to get your daughter out of the negative state as quickly as possible. This can lead to situations in the future where your daughter will not be able to cope with negative emotions and will cease to trust her own feelings. Then she will probably stop sharing her feelings with you, because she will not be able to believe in your ability to understand her.
Results:	This will lead to insecurity and permanent alienation and anger.
Does the result match your expectations? NO	
Emotion-coaching response:	Are you upset that you were not invited? Did you hope that you would be invited? Did you think you and Kate were friends? Are you offended by Kate because you think she really does not see you as a friend? You're scared that Kate will not be friends with you? Do you worry about who you're going to be friends with now? If in the end of this conversation your daughter is still crying, you can just sit next to her and say that you are also upset that all this has happened and that you worry about who her real friends are.
Consequences:	Of course there are tears, but probably not for too long, because your daughter will feel your support. You also can see this moment as a chance to emotionally connect with your daughter.

Results:	Your daughter will be grateful to you for your understanding and taking her feelings seriously. Your daughter will feel more secure and confident. The trust between you and your daughter will intensify.
Does the result match your expectations? YES	



1. Please remember a real situation when your child was very upset. How did you support your child? Was it an emotion-coaching response?
2. Please read a story of Alexander from Latvia from the Stories Book. Did the parents support their daughters?

Case study 5: Two years ago Alexander's wife Nina lost her job. She was an accountant. Nina could not find a job in her professional field in Latvia so she went to Germany. She worked as a nanny in a Latvian immigrant family in Germany. Nina and Alexander have two daughters: Lisa is 16 years old and Anastasia is 12 years old. The oldest daughter Lisa is a Latvian champion in her age group in art gymnastics. Art gymnastics requires constant concentration, persistence, rational time planning and much money. Alexander: "Lisa is seriously engaged in sports. She has always been very independent, but sport is also related with high costs". The youngest daughter Anastasia is opposite to her sister. She is a troublesome child, she cannot concentrate on one thing for a long time and she is less emotionally balanced than the sister. Anastasia also has poorer achievements at school. Alexander believes that Nina is a very good mother and wife. Everyone understood that if she goes to work abroad, the daily life will change and will require everyone's greater responsibility, mutual help and independence. But the family decided to try to live separated, because money was really necessary to support Lisa's passion. Alexander: "My daughters are very talented. I want to give them the best education". After Nina's moving to Germany everything became more difficult than the family had expected. Nina had always believed that the daughters are old enough and can take care of themselves. However the problems began soon after her leaving. Anastasia became bold. She went from one extreme point to another: she wanted to be a Goth, then a Punk. Lisa also became more anxious and worsened her achievements in sport. Alexander was very busy at work, but he undertook additional responsibilities. However he had not enough time and effort to talk to and support the daughters. He could manage his life with difficulties. Nina talked to her daughters via Skype in the evenings, but it did not dispel the tension. Later Nina began to feel guilty about being abroad. "In Germany Nina took care of other people's children, who were not much younger than Anastasia. So Nina was thinking all the time that nobody cares much of her own children", Alexander explains. Alexander remembers: "The

main problem was that we could not emotionally cope with the situation. Even that what used to be pleasant, began to irritate. Our cat gave birth to the kittens, but we could not be happy about it, because it required an extra care that nobody wanted. I understood that both daughters also missed warmth, care". The family is get used to decide everything by themselves so it did not anticipate any other help or support in this situation. Although Alexander thinks that if the girls could have had the opportunity to attend a psychologist time after time, the tension would be lower. After a year Nina and Alexander understood that while earning money abroad Nina began to lose the contact with her daughters. So they decided that Nina had to return to Latvia. When she returned it took several weeks to get everything as it was before. Later problems were solved and everyone felt happy again. Nina and Alexander believe that it was an important experience to live separated for a while. But they also made a conclusion that it would be better if Nina does not leave again while the daughters are still very young. But they did not exclude the opportunity that someday later this experience can be repeated.

We introduced you some practical strategies of how to arrange long-distance communication in the family and how to keep emotional contact with children. As you probably realized, all these strategies are very practical and do not require extra time or money for implementation. Nevertheless by following these strategies, your children will learn that they are important to you. Not because of what you say, but because of your actions. Long distance parenting can bring positive results.

ICT for Long-distance Communication

Man is a social being and as such, one of his innate needs is the desire to form interpersonal relationships with other human beings. Live communication is indispensable, but modern life, our employment frequently separates us with our relatives and friends. A barrier to communication often is geographic distance – hundreds or even thousands kilometres. Fortunately, we have possibility to use modern information technologies and telecommunications for communication.

According dictionary – communication is “a sending, giving or exchanging of information, ideas etc”. Thus talking about modern means of communication we would mention two things – mobile phones and the Internet.

Mobile Phones

Modern means of communication have introduced relevant changes in our life. Mobile phones give us an opportunity to stay in touch and to be reachable everywhere. Now it's difficult to imagine how people lived without mobile phones in the past.



The first mobile phones were portable, appeared shortly after the Second World War. The first handheld mobile cell phone was demonstrated by Motorola in 1973. The first commercial automated cellular network was launched in Japan by NTT in 1979.

Mobile phones from the early 1990's are considered being second generation (2G) and they were able to work on mobile phone systems such as GSM, IS-136 (TDMA) and IS-95 (CDMA). Phones based on 2G technology were much smaller than the brick telephones of the mid to late 80's.

Third Generation mobile phones is the technology that is currently available today and it is commonly referred to as 3G. While 3G came only a few years after 2G, mainly due to many innovations in technology and services, standards for 3G are usually different depending on the network.

The common components found on all phones are:

- A battery, providing the power source for the phone functions.
- An input mechanism to allow the user to interact with the phone. The most common input mechanism is a keypad, but touch screens are also found in smartphones.
- Basic mobile phone services to allow users to make calls and send text messages.
- All GSM phones use a SIM card to allow an account to be swapped among devices.
- Individual GSM, WCDMA, iDEN and some satellite phone devices are uniquely identified by an International Mobile Equipment Identity (IMEI) number.

All mobile phones are designed to work on cellular networks and contain a standard set of services that allow phones of different types and in different countries to communicate with each other. However, they can also support other features added by various manufacturers over the years:

- Roaming which permits the same phone to be used in multiple countries, providing that the operators of both countries have a roaming agreement.
- Send and receive data, access WAP services and provide full Internet access using technologies such as GPRS.
- Applications like a clock, alarm, calendar and calculator and a few games.
- Sending and receiving pictures and videos through MMS, and for short distances with e.g. Bluetooth.

- Push to talk, available on some mobile phones, is a feature that allows the user to be heard only while the talk button is held, similar to a walkie-talkie.

SIM card

- GSM mobile phones require a small microchip called a Subscriber Identity Module or SIM Card, to function. The SIM card allows users to change phones by simply removing the SIM card from one mobile phone and inserting it into another mobile phone or broadband telephony device.
- A SIM card contains its unique serial number, internationally unique number of the mobile user (IMSI), security authentication and ciphering information, temporary information related to the local network, a list of the services the user has access to and two passwords (PIN for usual use and PUK for unlocking).
- SIM cards are available in three standard sizes. The first is the size of a credit card (85.60 mm × 53.98 mm × 0.76 mm, defined by ISO/IEC 7810 as ID-1). The newer, most popular miniature version has the same thickness but a length of 25 mm and a width of 15 mm (ISO/IEC 7810 ID-000), and has one of its corners truncated (chamfered) to prevent misinsertion. The newest incarnation known as the 3FF or micro-SIM has dimensions of 15 mm × 12 mm. Most cards of the two smaller sizes are supplied as a full-sized card with the smaller card held in place by a few plastic links; it can easily be broken off to be used in a device that uses the smaller SIM.
- Those cell phones that do not use a SIM Card have the data programmed into their memory.
- A hybrid mobile phone can take more than one SIM card, even of different types. The SIM cards can be mixed together, and some phones also support three or four SIMs.

Screen

Mobile phones have a display device, some of which are also touch screens. The screen size varies greatly by model and is usually specified either as width and height in pixels or the diagonal measured in inches.

Some mobiles have more than one display, for example the Kyocera Echo, an Android Smartphone with a dual 3.5 inch screen.

Networks and Payment

The network is the company that provides the phone service. In most areas there will be more than one mobile network. Customers choose networks based on how well the different networks work in their area, or by price.

There are two main ways to pay for mobile phone calls:

- **Contract**
If you pay by contract you will pay the network money every month so that you can make calls. Usually you can talk for a lot of time for the monthly fee, but if you do not use the phone a lot you still pay the same money.

– Pay as You Use

If you pay as you use, you will pay for a fixed amount of call time credit which you then use up when phoning people. Once the credit is used up you must buy some more to use the phone. This can be cheaper if you do not use the phone a lot.

Before You Go Abroad

Think about how you want to use your phone abroad. Your monthly payment won't cover you for usage abroad so making and receiving calls, sending texts and using the internet or other data abroad could end up costing you more.

Calls and Texts

Before going abroad talk to your provider about any packages it offers for the place you're travelling to. There are a few specialist products offering discounts or it might be worth considering buying a SIM for the country you are visiting. If you are thinking about doing this, check whether your handset is "locked" to the network of your provider as you may not be able to use another SIM.

It's also possible to buy an international SIM card from a specialised provider, which may offer lower prices when travelling in a variety of different countries.

Some providers charge you when someone leaves a message on your voicemail (as well as charging for listening to the message). Check with your provider – If they do charge, consider asking them how to switch off your voicemail before you leave the country and tell your friends and family to text instead.

Data

The cost of data roaming can be significantly higher outside country. Check prices with your provider before you leave. Talk to your provider – they may have specific packages for using your phone abroad designed to offer discounted rates, including data roaming bundles.

If you don't switch off data roaming before you leave the country, your smartphone will automatically seek out an internet connection when you reach your destination and you may start using data without realizing it. Remember, even low data usage that you wouldn't notice at home could end up costing you more abroad as it may not be covered by your standard usage payment.

If you want to regularly browse the web on your phone, use local Wi-Fi hotspots instead of your phone's mobile internet connection. Some phone apps can seek out Wi-Fi networks and prompt you to connect to them so that you don't have to do this manually.

This is particularly useful for downloading maps, checking emails or browsing social networks. Remember, you don't need "data roaming" switched on to access Wi-Fi. Remember to stay within range of the Wi-Fi hotspot to avoid your device finding another network connection. Check to ensure the Wi-Fi icon is visible on your phone.

For future: In 3 April 2014 The European Parliament has voted to scrap the roaming fees charged for using a mobile phone while abroad. Under the wide-ranging telecoms reforms, the cost of making a call or downloading internet data in another EU country will be the same as at home. The change is due to take effect from 15 December 2015.

Think about how you want to use your phone abroad;
 # Talk to your provider – they may have specific packages for using your phone abroad designed to offer discounted rates, including data roaming bundles;
 # If you don't switch off data roaming before you leave the country, your phone will automatically seek out an internet connection when you reach your destination and you may start using data without realizing it.

Smartphones

Smartphones – mobile phones with highly advanced features offer new opportunities for communication and daily life.

A smartphone is just like any other mobile phone—you can still make calls and send texts. But you can also access the Internet, send and receive emails, download apps and games, and check your social networking sites, like Facebook and Twitter.

Galaxy S 4	HTC One	iPhone 5	Optimus G Pro	BlackBerry Z10	Xperia Z	Nexus 4	Galaxy Note II
							
5"	4.7"	4"	5.5"	4.2"	5"	4.7"	5.5"
x 1920	x 1920	x 1136	x 1920	x 1280	x 1920	x 1280	x 1280
x 1080	x 1080	x 640	x 1080	x 768	x 1080	x 768	x 720
441ppi	468ppi	326ppi	401ppi	355ppi	441ppi	318ppi	267ppi

<http://www.gizmag.com/smartphone-comparison-2013/27259/pictures#6>

Key Smartphone Features:

Operating System: In general, a smartphone will be based on an operating system that allows it to run applications. Apple's iPhone runs the iOS, and BlackBerry smartphones run the BlackBerry OS. Other devices run Google's Android OS, HP's webOS, and Microsoft's Windows Phone.

Apps: While almost all cell phones include some sort of software (even the most basic models these days include an address book or some sort of contact manager, for example), a smartphone will have the ability to do more. It may allow you to create and edit Microsoft Office documents – or at least view the files. It may allow you to download apps, such as personal and business finance managers, handy personal assistants, or, well, almost anything. Or it may allow you to edit photos, get driving directions via GPS, and create a playlist of digital tunes.

QWERTY Keyboard: By definition, a smartphone includes a QWERTY keyboard. This means that the keys are laid out in the same manner they would be on your computer keyboard – not in alphabetical order on top of a numeric keypad, where you have to tap the number 1 to enter an A, B, or C. The keyboard can be hardware (physical keys that you type on) or software (on a touch screen, like you'll find on the iPhone).

Messaging: All cell phones can send and receive text messages, but what sets a smartphone apart is its handling of e-mail. A smartphone can sync with your personal and, most likely, your professional e-mail account. Some smartphones can support multiple e-mail accounts. Others include access to the popular instant messaging services, like AOL's AIM and Yahoo! Messenger.

Web Access: More smartphones can access the Web at higher speeds, thanks to the growth of 4G and 3G data networks, as well as the addition of Wi-Fi support to many handsets. Still, while not all smartphones offer high-speed Web access, they all offer some sort of access. You can use your smartphone to browse your favourite sites.

What Are the Security Risks of Using Wi-Fi Hotspots?

The number of Wi-Fi hotspot locations has grown and includes schools, libraries, cafes, airports, gas stations, hotels etc. With a Wi-Fi connection you can be connected to the Internet almost anywhere. Wi-Fi hotspots abroad are good opportunity for travellers – it is free Internet access.

However, you must consider the risks to your privacy and the security of your laptop or netbook or smartphone when using a Wi-Fi hotspot. Most Wi-Fi hotspots are unsecured and unencrypted. This is one of the biggest security risks of Wi-Fi. Because the network at a Wi-Fi hotspot is unsecured, Internet connections remain open to intrusion. Hackers can intercept network traffic to steal your information.

How Can You Protect Your Privacy at a Wi-Fi Hotspot?

The basics. There are various ways to help protect your privacy when using Wi-Fi. Begin with basic common sense. Look around to see if anyone is surreptitiously trying to look at your computer. Do not leave your computer unattended. Never conduct unsecured transactions over unsecured Wi-Fi. When entering sensitive information (such as your Social Security number, password, or credit card number), ensure that either the webpage encrypts the information or that your Wi-Fi connection is encrypted. Disable your wireless

adapter if you are not using the Internet. Otherwise, you leave your computer open to vulnerabilities if it accidentally connects to the first available network.

VPN (Virtual Private Network). This is the first line of defence against vulnerabilities created by Wi-Fi. A VPN provides encryption over an unencrypted Wi-Fi connection. This will help ensure that all web pages visited, log-on details, and contents of email messages remain encrypted. You can obtain software to set up a VPN through your office or home computer, or you can use a commercial provider's hosted VPN service.

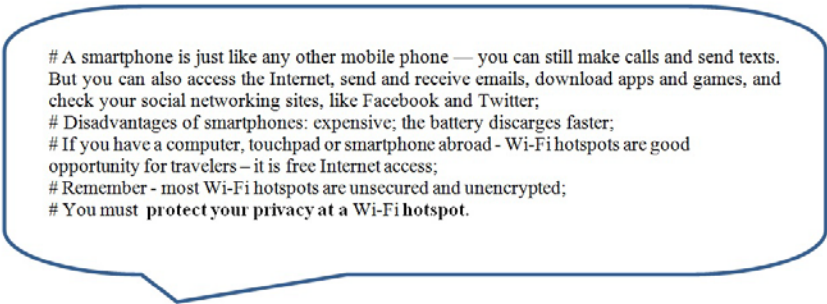
Secure surfing/SSL. When checking your email or conducting any important transaction, adding an "s" after "http" may give you a secured connection to the webpage (for example, <https://www.gmail.com>). Many webmail services provide this feature. This ensures that your login details are encrypted thereby rendering it useless to hackers. Although your email login may be encrypted, some webmail providers may not encrypt your Inbox and messages.

Wi-Fi settings. Ensure that your computer is not set to automatically connect to the nearest available Wi-Fi access point. This may not necessarily be a legitimate connection point but instead an access point on a hacker's computer.

Disable file-sharing. Ensure that file sharing is disabled on your computer to ensure that intruders cannot access your private files through the network.

Firewall. Install a firewall on your computer and keep it enabled at all times when using Wi-Fi. This should prevent intrusion through the ports on the computer.

Security updates. Keep your computer's software and operating system up-to-date. This will help plug security holes in the software or operating system.



A smartphone is just like any other mobile phone — you can still make calls and send texts. But you can also access the Internet, send and receive emails, download apps and games, and check your social networking sites, like Facebook and Twitter;
Disadvantages of smartphones: expensive; the battery discharges faster;
If you have a computer, touchpad or smartphone abroad - Wi-Fi hotspots are good opportunity for travelers – it is free Internet access;
Remember - most Wi-Fi hotspots are unsecured and unencrypted;
You must protect your privacy at a Wi-Fi hotspot.

For more information:

Everything about every mobile phone (in English):

<http://www.gsmarena.com/>; <http://www.phonearena.com/>.

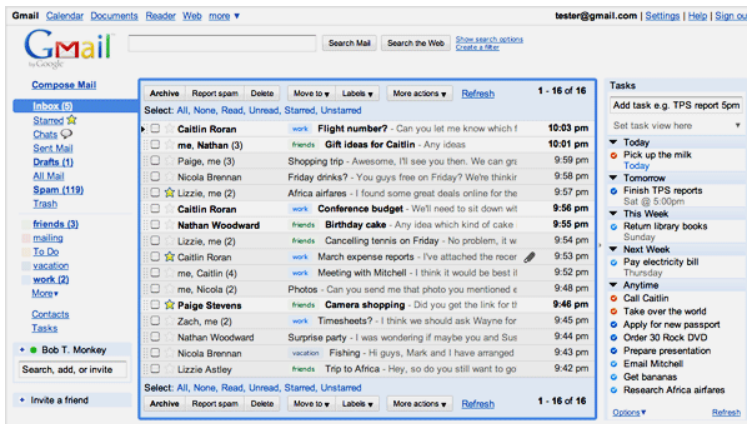
Email Services

Electronic mail, most commonly referred to as email or e-mail since 1993, is a method of exchanging digital messages from an author to one or more recipients.



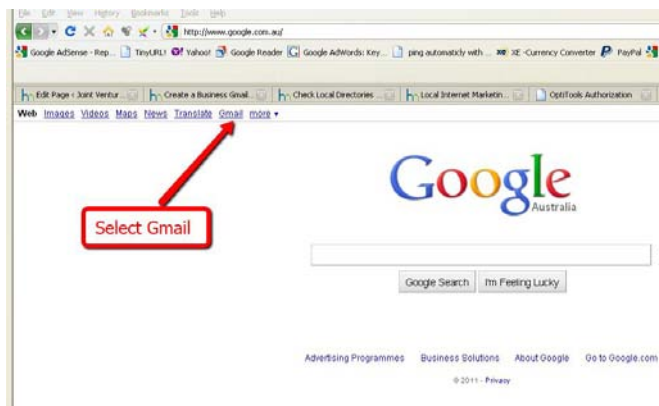
1. Gmail – Free Email Service

Gmail is the Google approach to email and chat. Practically unlimited free online storage allows you to collect all your messages, and Gmail's simple but very smart interface lets you find them precisely and see them in context without effort. POP and powerful IMAP access bring Gmail to any email program or device. Gmail puts contextual advertising next to the emails you read.

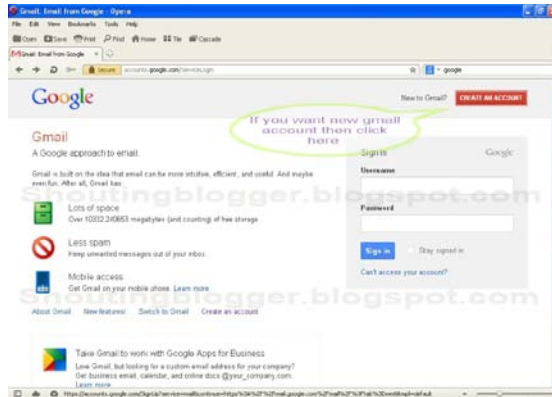


Instruction how to create a Gmail Account:

1. Go to the Gmail homepage.

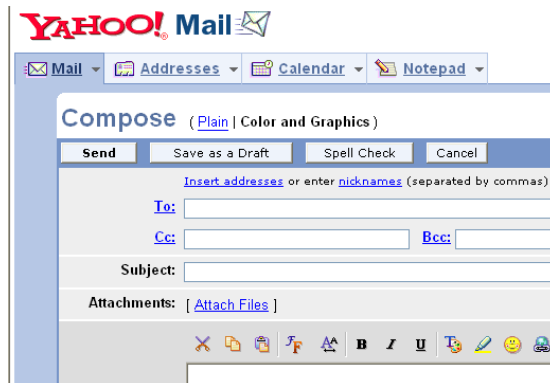


- Click the “Create an account” link in the bottom right of the screen.



- Fill in the appropriate boxes: “First Name”, “Last Name” and “Desired Login Name”.
- Choose and confirm a password.
- Fill out the remainder of the form with a security question (which will help you if you forget your password), a secondary email (if you have one), location and word verification.
- Click on the button marked “I accept. Create My Account” if you accept the Gmail terms of service.

2. Yahoo! Mail – Free Email Service



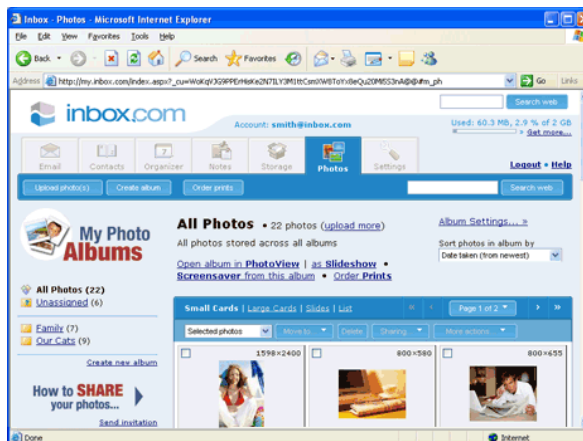
Yahoo! Mail is your ubiquitous email program on the web, Windows 8 and mobile devices with unlimited storage, SMS texting, social networking and instant messaging to boot. While Yahoo! Mail is generally a joy to use, free-form labelling and smart folders would be nice, and the spam filter could catch junk even more effectively.

3. Mail.com – Free Email Service



Mail.com is reliable email service filtered well of spam and viruses whose unlimited online storage you can use with a rich web interface and mobile apps. POP and iMAP access are available as a paid add-on. More and smarter ways to organize mail could be nice.

4. Inbox.com – Free Email Service



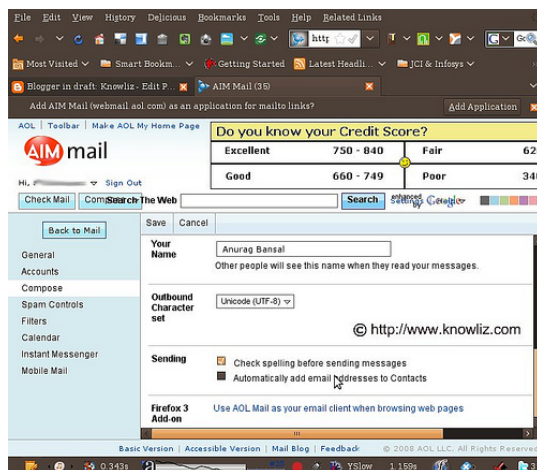
Inbox.com not only gives you 5 GB to store your mail online but also a highly polished, fast and functional way to access it via either the web (including speedy search, free-form labels and reading mail by conversation) or through POP in your email program. Unfortunately, IMAP access is not supported by Inbox.com, and its tools for organizing mail could be improved with smart or self-teaching folders.

5. Zoho Mail – Free Email Service



Zoho Mail is a solid email service with ample storage, POP and IMAP access, some integration with instant messaging and online office suites. Aimed at professional users, Zoho Mail could be even more helpful organizing mail, identifying key messages and contacts, and sending oft-used replies.

6. AIM Mail – Free Email Service



AOL Inc

AIM Mail, AOL's free web-based email service, shines with unlimited online storage, very good spam protection and a rich, easy to use interface. Unfortunately, AIM Mail lacks a bit in productivity (no labels, smart folders and message threading), but makes up for some of that with very functional IMAP (as well as POP) access. Other free email services: Facebook Hotmail; Messenger Outlook.

Advantages and Disadvantages of Emails:

- ✓ Cheap, easy to use, fast, global, easy to prioritize. The language used in emails is simple and informal. It is possible to send the same message to any number of people, automated emails with a certain text. When you replay to an email you can attach the original message so that when you answer the recipient knows what you are talking about. Emails can also have pictures in them. You can send birthday cards or newsletters as emails. Do not use paper. They are environment friendly and save a lot of trees from being cut down
- ✓ Emails may carry viruses. Many people send unwanted emails to others. These are called 'spam' mail. Your mailbox may get flooded with emails after a certain time so you have to empty it from time to time

Social Networking Sites

Social networking is the grouping of individuals into specific groups, like small rural communities or a neighbourhood subdivision, if you will. Although social networking is possible in person, especially in the workplace, universities, and high schools, it is most popular online.

When it comes to online social networking, websites are commonly used. These websites are known as social sites. Social networking websites function like an online community of internet users. Depending on the website in question, many of these online community members share common interests in hobbies, religion, politics and alternative lifestyles. Once you are granted access to a social networking website you can begin to socialize. This socialization may include reading the profile pages of other members and possibly even contacting them.



The friends that you can make are just one of the many benefits to social networking online. Another one of those benefits includes diversity because the internet gives individuals from all around the world access to social networking sites. This means that although you are in the European Union, you could develop an online friendship with someone in United States or India. Not only will you make new friends, but you just might learn a thing or two about new cultures or new languages and learning is always a good thing.

As mentioned, social networking often involves grouping specific individuals or organizations together. While there are a number of social networking websites that focus on particular interests, there are others that do not. The websites without a main focus are often referred to as “traditional” social networking websites and usually have open memberships. This means that anyone can become a member, no matter what their hobbies, beliefs, or views are. However, once you are inside this online community, you can begin to create your own network of friends and eliminate members that do not share common interests or goals.

Most Popular Social Networking Sites 2014



1 Facebook 900,000,000 – Estimated Unique Monthly Visitors



2 Twitter 310,000,000 – Estimated Unique Monthly Visitors



3 LinkedIn 250,000,000 – Estimated Unique Monthly Visitors



4 Pinterest 150,000,000 – Estimated Unique Monthly



5 Google Plus 120,000,000 – Estimated Unique Monthly

<http://www.ebizmba.com/articles/social-networking-websites>


Facebook is an online social networking service. Its name comes from a colloquialism for the directory given to students at some American universities. Facebook was founded on February 4, 2004 by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. The founders had initially limited the website's membership to Harvard students, but later expanded it to colleges in the Boston area, the Ivy League and Stanford University. It gradually added support for students at various other universities before it opened to high-school students, and eventually to anyone aged 13 and over. Facebook now allows anyone who claims to be at least 13 years old to become a registered user of the website.

So How Do You Get “On” Facebook?

Steps to Creating an Account:

1. Visit Facebook.com



2. Provide your first and last names, an e-mail address, birthday and gender. Finally, create a password, something you will remember, but tough enough it won't be easily determined. We suggest using at least 11 digits, with at least 3 numbers, substituting symbols for letters (like “!” for “I”). If you are a married woman, it might be easier for old friends to find you if you use your maiden name for Facebook.
3. Facebook will ask you to complete your profile by asking for your high school, college and employer. You may skip this step, but we encourage you to provide information for one or all of the categories. This will help Facebook users find and identify you.
4. Finally, they will ask you to provide a photo. You can upload a photo already on your computer, use a webcam, or skip this step until you find a picture you like. When selecting an image, remember that Facebook gives you 200px in width and up to 600px in height. If larger, Facebook will crop your image down to fit 200px, keeping the same height ratio. If you do not provide an image, you will get Facebook's lovely default:
 
5. If prompted to add friends from your e-mail contacts, skip over this process for now. You can come back to this later. Facebook will send you a confirmation e-mail to the account you provided. Once your account is confirmed, you are ready to find your old friends and start making new ones.

Facebook Profile

Your Facebook Profile, also known as Timeline, is your home base on Facebook for you as an individual. **Facebook Profile is good for:**

- Sharing photos, videos, and links;
- Adding friends;
- Posting comments;
- Communicating with your friends;
- Connecting with your favorite brands, celebrities and causes;
- Viewing a log of your Facebook activity.

Re-visit Facebook.com and log in using your e-mail address and the password you created. Once logged in, you will see that Facebook has prepared you to begin finding friends. But, before you do this, we encourage you to begin building your Facebook Profile (the information others will see about you). Click on the *My Profile* link in the upper left hand corner to get started.



Updating Your Profile's Information



Finding Friends



Now that you have fleshed out your Facebook identity, it is time to start adding friends.

Navigation on Facebook

The Layout

Once you have built your profile and have gathered a few friends, it is time to get acquainted with all that Facebook has to offer. Knowing where to find everything on your Facebook account is very important. Not only will it save you time, but most people do not fully understand all that Facebook offers.

We will start at the very top left corner, with the Facebook logo

Facebook Icon



Clicking the Facebook icon will take you back to your home page (we will discuss your Home when we get to the “Home” link in the navigation). To the right of the Facebook icon is three silhouetted icons.

The first is a link to your Friend Requests

Friend Suggestions



Here you will quickly see a list of friends who want to connect with you. In addition, Facebook has added some Friend Suggestions to the list, people who Facebook thinks you will get along with or with whom you share mutual interests.

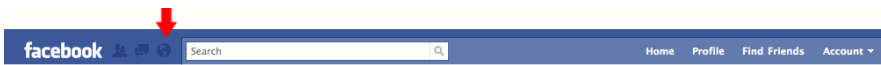
Messages



The next icon is a quick link to your Messages. Here you will be able to quickly view any private messages a friend or group has sent you.

Moving further right, the last silhouetted icon is a quick link to your Facebook notifications.

Notifications



Here you will see all of the actions that have taken place for your account. From friends posting content on your wall, to friendship requests accepted, to actions taken by your friends, it is all easily and neatly displayed in a glance.

Up next is the search box

Search



This is a very important tool for beginners and newcomers to Facebook. You can quickly search for brands, organizations, and friends via this text box. Simply type in the name of a local tea party, 9/12, or other group/friend to find and connect with them on Facebook.

Next to the search box you will see your Home button.

Home

This is one of the most useful areas of Facebook. Your Home page will display a snapshot of important information for you to take advantage of (please note that your homepage is not your profile page). To the left, you will see a list of events, messages, photos, and other things that may require your attention.



Facebook Groups

Think of Groups like discussion forums that can be either public or private. (If you're familiar with Google Groups, it's a similar idea.) **The group is good for:**

- Sending messages to all group members;
- Following discussions about topics you care about;
- Asking and answering questions;
- Inviting new members to join the conversation;
- Posting links.



Advantages and Disadvantages of Using Facebook

- ✓ Facebook is free and it is one of the best medium for communication
- ✓ With the help of Facebook you can connect to different people from anywhere in the world. Almost every man familiar with Internet use Facebook
- ✓ Facebook is the most appropriate tool for finding friends – old and new
- ✓ We can share our feelings and what is happening around in our daily life through Facebook. We can also get feedback from our friends about their reactions toward our feelings. It is the best medium to share your feelings and thoughts with others
- ✓ Facebook has good privacy setting which gives you the option to maintain privacy according to your wish
- ✓ You can use Facebook groups to connect all your close friends together. You can also protect the privacy of the group by making it private
- ✓ Facebook email is very useful too. Facebook now offers an email address to receive emails outside of Facebook such as Yahoo, Gmail, Outlook and Hotmail.
- ✓ Facebook plays very important role in getting latest valuable information
- ✓ Facebook online games are really popular and addicting – that is helpful to get new friends
- ✓ What else? In a nutshell Facebook is a full package of Communication, Education, Entertainment and others
- ✓ Facebook itself is addicting for some people
- ✓ Fake profile and ID are ones of the biggest disadvantages of Facebook. It is easy to create fake profile with a stolen picture
- ✓ There are plenty of groups and Fun pages which have been created only to abuse or violate other religions, personalities, nation, etc
- ✓ People can stalk you and get your personal information by using Facebook. It is highly recommended not to share your personal data public
- ✓ People who works in offices wastes their work time in browsing Facebook
- ✓ From different sources it is found that Facebook can be life threatening sometimes. Many unknown people can track your activities and where you are going. As a result you can face trouble. So people should be careful in choosing friends and should try to keep their activities private
- ✓ Every Facebook users should use Facebook carefully to minimize the effect of these disadvantages

Skype

Skype /'skaɪp/ is a freemium voice-over-IP service and instant messaging client, currently developed by the Microsoft Skype Division. The name was derived from “sky” and “peer”. Skype was first released in August 2003. It was created by Janus Friis (Denmark) and Niklas Zennström (Sweden) in cooperation with Ahti Heinla, Priit Kasesalu, and Jaan Tallinn (Estonia). Skype had more than 500 million registered users.



The service allows users to communicate with peers by voice using a microphone, video by using a webcam, and instant messaging over the Internet. Phone calls may be placed to recipients on the traditional telephone networks. Calls to other users within the Skype service are free of charge, while calls to landline telephones and mobile phones are charged via a debit-based user account system.

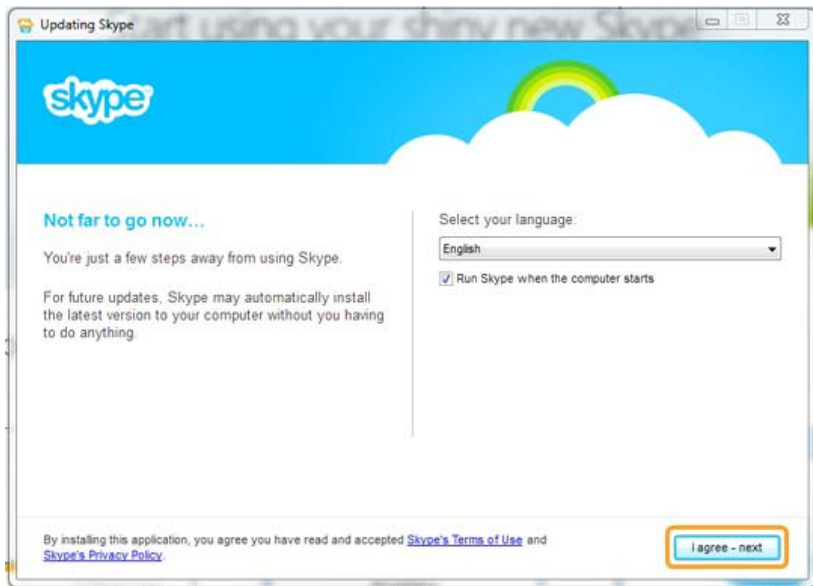
Never used Skype before? Don't worry, it's easy to get started.

All you need to do is download Skype to your computer and sign in with your Microsoft account. When you sign in, you can add your friends as contacts, then call, video call and instant message with them, wherever you are.

This guide will show you how to download and install Skype, and sign in for the first time. **Important:** If you're using Windows XP, be sure you've updated Windows to Windows XP Service Pack 3. Running this update will ensure that you don't have any post-installation issues with Skype.

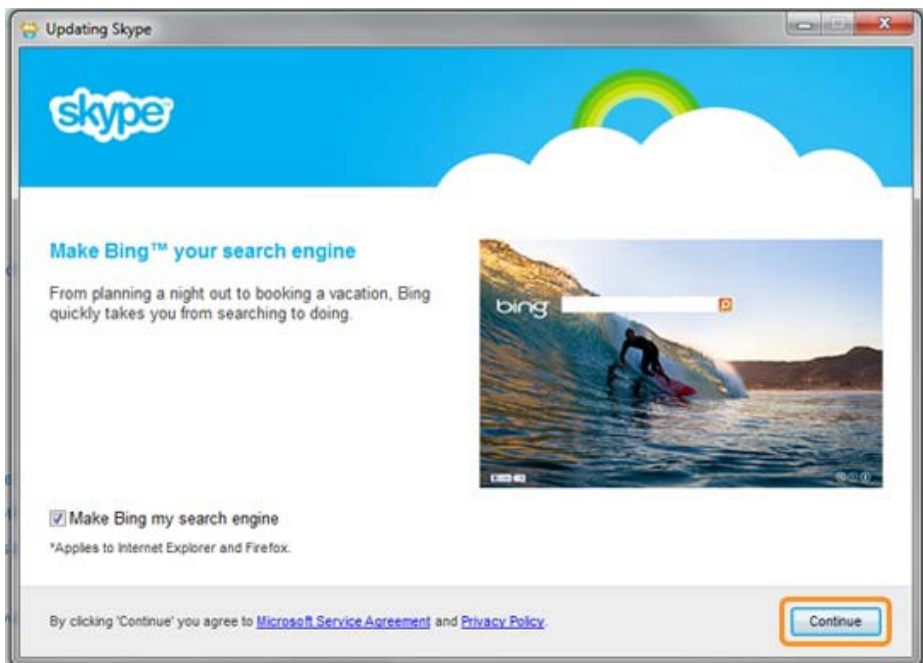
Downloading the Latest Version of Skype for Windows Desktop:

1. Go to the Skype website **www.skype.com** and select Get Skype for Windows desktop.
2. Save the Skype installation file and then open it to install Skype on your computer.
3. Select your language, read the Skype Terms of Use and the Skype Privacy Policy, then click I agree – next.



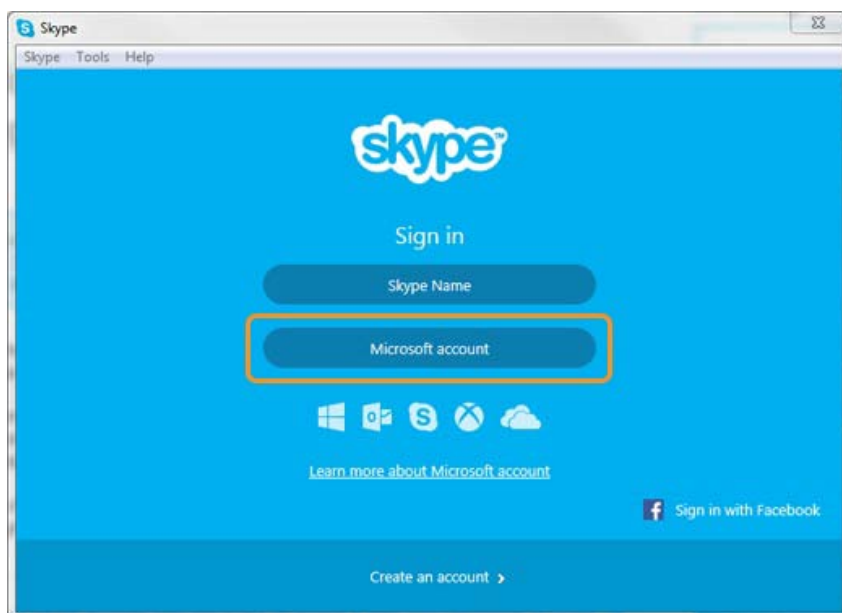
4. Read the Microsoft Services Agreement and Privacy Policy, then, select Continue.

If you don't want Bing to be set as your internet search engine, uncheck the Make Bing my Search engine box before you click Continue.



If you have an antivirus software on your computer, it may ask you to give Skype permission to go ahead with the installation. Don't worry, it only happens once – just click Yes to proceed.

5. Your Skype installation starts. When it is complete, Skype opens and the sign-in screen is displayed.



To begin using Skype, you need to sign in first. You can sign in with your:

- Skype Name – if you already have a Skype account
- Microsoft account
- Facebook account

No matter which of the three options you choose, you'll be able to use all the great Skype features such as free Skype-to-Skype calls, chatting with your friends and more.

Skype is a VoIP tool that has improved the way people communicate by enabling free calls. Regardless of a person's location, they can use Skype to communicate with family, friends and work colleagues either for free or a very low cost.

Skype alternative is Google Hangout. As with Skype, Google Hangout lets people video call other people signed up for the service (in this case, Google+), regardless of their location. However, it goes one step up from Skype in that users can actually video conference with up to 10 people (who must also be on Google+) for free. The video quality is superb, as is the sound quality. It's just as easy to start "hangout" as it is to place a Skype call. Only one small plug-in installation is necessary, which is quick and easy. We recommend Google Hangout for those that already have Gmail accounts.

Other alternatives: Jitsi; Goober, Ekiga; iChat; VBuzzer; TinyChat etc.

Advantages and Disadvantages of Skype

- # Basic version is free;
- # Video chat with friends and family;
- # App can be downloaded onto iPhones and Android phones;
- # Can call across the world;
- # Brings societies together.

Disadvantages:

- # Need internet Access;
- # Has a negative effect on outside world contact with others (just stay at home and chat with friends);
- # Requirements to use it keep people from using it (computer, headphones, webcam);
- # No language translator

Useful Links to Visit Before and in the Time of Migration Poland:

http://www.mpips.gov.pl/gfx/mpips/userfiles/_public/1_NOWA%20STRONA/spoty%20reklamowe/BEZPIECZNE_WYJAZDY_DO_PRACY_2013.pdf

<http://www.dw.de/bezp%C5%82atne-punkty-doradcze-dla-polak%C3%B3w-pracuj%C4%85cych-w-niemczech/a-16793070>

<http://www.faire-mobilitaet.de/>

<http://www.copernic-avocats.pl/prawo-pracy/umowa-o-prace-we-Francji.html>

http://www.eures.praca.gov.pl/zal/warunki_zycia/francja/Francja.pdf

<http://www.norway-job.pl/information/97-prawo-pracy-w-norwegii>

http://www.madryt.msz.gov.pl/pl/informacje_konsularne/praca_w_hispanii/

<http://bezpiecznapraca.eu/przygotuj>

<http://www.pracuj.pl/praca-za-granica-wskazowki-wyjazd-w-ciemno.htm#top>

Czech Republic:

www.migrace.com – (Sdružení pro integraci a migraci – Association for Integration and Migration) – Useful information, Legal and social counselling, Assisting in difficult personal situations, Influencing the public and advocacy, Information on Labour migration

www.pracovnicevdomactnosti.cz – Equal opportunities on the threshold of Czech homes – Information project about female migrants and for female migrants working in Czech households.

www.clovekvtsni.cz – Člověk v tísni, o.p.s. – People in Need Foundation, Migration programme: <http://migration4media.net/>

www.cicpraha.org – Centrum pro integraci cizinců – Centre for Integration of Foreigners – social counselling, employment advisory, Czech for foreigners, Courses www.opu.cz – Organizace pro pomoc uprchlíkům – Organisation for Aid to Refugees www.inbaze.cz – Community Center InBáze) <http://www.refufest.com/> – Multicultural festival introducing other cultures organized by an NGO InBáze, o.s. <http://www.interkulturnimediace.cz/> – intercultural mediation. Project by InBáze, o.s. Main focus is on creating the profession of sociocultural mediator with and inspiration taken from portuguese model.

<http://www.meta-os.cz/pic/> – Meta, o.s. Společnost pro příležitosti mladých migrantů. META, the Association for Opportunities of Young Migrants. Counselling and education services, support to educators in their work with their students.

<http://www.charita.cz/jak-pomahame/pomoc-cizincum-v-cr/> Charita Česká Republika – Czech Catholic Charity

www.soze.cz – Sdružení občanů zabývajících se emigranty – Association of citizens helping to immigrants)

www.amnesty.cz – Amnesty International

www.aucr.cz – Asociace uprchlíků – Association of Refugees in the Czech republic

www.konzorcium.cz – Konzorcium nevládních organizací zabývajících se uprchlíky – Konsortium of NNO working with refugees

<http://www.mvcr.cz/clanek/sluzby-pro-verejnost-informace-pro-cizince-informace-pro-cizince.aspx> – Ministerstvo vnitra, Azyl a migrace – Ministry of the Interior of the Czech republic. www.mpsv.cz (Ministerstvo práce a sociálních věcí – Ministry of Labour and Social Affairs) www.msmt.cz (Ministerstvo školství, mládeže a tělovýchovy – Ministry of Education, Youth and Sport)

Romania:

www.tjobs.ro/ – useful information about work in Germany, France, Italy, Spain

www.jobsalert.ro/

www.jobsalert.ro/articole/

www.infomunca.ro/

anofm.ro/munca-in-strainatate

www.myjob.ro/locuri-de-munca-in-strainatate.html – Work abroad

www.findjob.ro/strainatate

Latvia:

<http://www.xn--darbsrzems-yfb4t.lv/>

<http://www.nva.gov.lv/index.php?cid=433&mid=201>

<http://www.nva.gov.lv/eures/index.php?cid=7>

<http://workin.lv/>

<http://www.pmlp.gov.lv/>

<http://baltic-ireland.ie/2014/02/27693/>

<http://www.latviesiem.co.uk/?ct=derzinas>

<http://lielbritanijastiesibas.blogspot.com/2013/07/darba-tiesibas-lielbritanija.html>

Lithuania:

<http://www.migracija.lt/> – Migration Department under the Ministry of the Interior of the Republic of Lithuania;

<http://www.ldb.lt/eures/> – EURES Lithuania;

<http://eurodarbai.lt> – An employment agency engaged in employment and legal advice to people who want to legally work in Europe (information about work and life in 20 EU countries);

<http://www.lietuviavisvetur.lt/> – basic information about work and life in some EU countries;
<http://infocentras.iom.lt/> – International organization for migration in Lithuania;
<http://www.mipas.lt/> – Platform of information and collaboration of migration;
<http://www.lietuvis.no/> – Everything about Norway;
<http://www.anglija.lt> – Lithuanian site about life in U.K.;
<http://emigrantai.jimdo.com/vokietija-austrija/> – Germany and Austria;
<http://www.psyvirtual.lt/> – free psychological support for Lithuanian migrants by Skype or email.

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http://www.beingmore.co.uk/Identity_how_do_you_define_yourself.html

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http://email.about.com/library/ec/pi/blpi_mail_com.htm
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<http://www.vodafone.ie/helpsupport/smartphone-get-started>
<http://www.whatissocialnetworking.com/>
[http://www.wikihow.com/Live-a-Year-Alone,](http://www.wikihow.com/Live-a-Year-Alone)
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