



Mapping local and international literature

International grey literature

	Summary	Reference/Link
1.	<p>An exploration of the experience and sense-making of refugee parents and children of the Positive Parenting Program (Triple P)</p> <p>This thesis describes a qualitative study which examines the challenges referring to parenting faced by refugees after resettlement in New Zealand. The researcher examines parenting experiences before and after attending a relevant parenting programme. Children were also asked to respond to some vignettes in order to examine their sense-making of parenting situations. The programme was considered useful, but the researcher suggests that future relevant programmes should also address parental mental status and mental health, changes to family dynamics, and the development of acculturation gaps between refugee background parents and their children.</p>	<p>Areej A (2018). An exploration of the experience and sense-making of refugee parents and children of the Positive Parenting Program (Triple P). Thesis. Master of Arts in Psychology at Massey University, Albany, New Zealand</p> <p>https://mro.massey.ac.nz/handle/10179/14029.</p>
2.	<p>Barriers to formal and informal supports for refugee families in Australia</p> <p>Refugee families resettled in Australia have to deal with challenges such as a new culture, unfamiliar social and health systems, new family roles and dynamics, language barriers, access to employment, education and housing. Parenting difficulties and family conflict may occur. The Institute of Child Protection Studies and the Australian Centre for Child Protection conducted a study to provide data about how services may better support refugee parents to care for their children. Both informal and formal supports were found important. Strong extended social networks reduce social isolation and allow families to share resources. The quality was considered more important than the size of the social network. Collective approaches to parenting and family life were helpful for families entering into existing ethnic communities or having extended family already</p>	<p>Saunders V, Roche S, McArthur M, & Barry E. (2017). Australian Institute of Family Studies. Institute of Child Protection Studies, Australian Catholic University</p> <p>https://aifs.gov.au/cfca/2017/04/06/barriers-formal-and-informal-supports-refugee-families-australia.</p>





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	in Australia. Formal services are important for income support, legal assistance, health and medical services, housing, and education for both children and parents.	
3.	<p>Being involved in uninvolved contexts: Refugee parent involvement in children’s education</p> <p>This study aims to provide recommendations to help refugee parents to be more involved in their children’s education. Based on parents’ and educators’ perspectives, the following recommendations were introduced:</p> <ul style="list-style-type: none"> • Consider parent experiences to avoid misunderstandings • Refugee parents can be motivated to help their children even when they cannot help themselves. • Recognize the unique needs and challenges refugee parents experience. • Provide more accessible and inclusive schools • Change the manner in which students are assessed for grade placement • Provide more timely and appropriate translation and interpretation services. • Increase diversity among staff. • Provide wrap around supports through the use of cultural brokers. • Offer more culturally sensitive training and supports for staff. • Develop a best practices guide related to refugee involvement within school divisions. • Offer more social and academic supports • Improve access to and quality of after-school programs. • Help parents help themselves through community supports and opportunities. 	<p>Fadi E. (2017). http://mra-mb.ca/being-involved-in-uninvolved-contexts-refugee-parent-involvement-in-childrens-education/.</p>
4.	<p>Building Happy Families IRC Research Brief</p> <p>This report describes a parenting and family skills programme for Burmese families living on the Thai–Burmese border. The programme had a significant impact on parenting practices,</p>	<p>The International Rescue Committee (IRC) (2014). https://www.rescue.org/sites/default/files/document/703/buildinghappyfamiliesbrief.pdf.</p>





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	<p>family functioning, and child behaviour. The key messages learnt from the programme are:</p> <ol style="list-style-type: none"> 1. Parenting and family interventions are feasible and acceptable to a displaced population with contextual and cultural adaptations. 2. Brief parenting and family interventions can improve parenting practices, caregiver–child relationships, and family functioning in contexts of displacement and chronic adversity. 3. Brief parenting and family interventions can reduce child behavioral problems, and may have the potential to promote child resilience in conditions of adversity. 4. Brief parenting and family interventions may have the potential to promote caregiver mental health and reduce family violence. 5. Further research is necessary to uncover potential pathways of change in order to maximize impact. 	
5.	<p>Family & Parenting Support Refugee and immigrant parents are under extreme stress as they resettle in the United States. Having fled from dire circumstances, they have to deal with their trauma, a new culture and at the same time provide support for their children. The parenting support programmes of the Jewish Family and Community Services East Bay designed to help refugee and immigrant parents from Afghanistan, Iran, Iraq, and Syria face these challenges in positive ways. Their staff, which speaks Farsi, Dari and Arabic, aims to build parenting skills and decrease the possibility of child abuse or neglect.</p>	<p>Jewish community and parenting support (2015) <i>Family & Parenting Support</i> https://jfcs-eastbay.org/family-parenting-support/.</p>





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6.	<p>Parenting in Displacement. Adapting Vroom for Displaced Syrian Families (Report)</p> <p>Group-based parenting programs though effective are costly and logistically challenging in large-scale humanitarian crises, such as in the case of brutal war in Syria, where populations were dispersed across a range of contexts. Vroom is an application, which aims to empower parents and caregivers of young children and to turn everyday moments into brain building moments. Authors examine the process of adapting and piloting Vroom for Syrian refugee parents and families. The main findings reported are:</p> <ol style="list-style-type: none">1. Once adapted, tips are culturally appropriate and build on what parents already know and do.2. Preference for video over text3. Messages on brain development increase parental engagement4. Both WhatsApp and Facebook are quick wins for gaining users5. Mobile applications likely not the most effective platform for reaching caregivers.6. Most parents have specific shows they watch, and there is a great deal of co-viewing with children.7. Parents like the practical, simple suggestions (tips).	<p>The International Rescue, (2017). https://www.rescue.org/sites/default/files/document/2086/parentingindisplacementreport-single-101917.pdf.</p>





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7.	<p>Immigrant Parents and Children Together (IMPACT)</p> <p>The IMPACT (program provides immigrant parents, grandparents and caregivers of children between the ages of 0 and 6 with information and/or support in building confidence and skill in the following areas: positive parenting, nutrition, child development, dental hygiene, injury prevention, discipline vs. punishment, resettlement, Canadian law, community resources and women’s issues. This program provides six 10-15 week programs each year.</p>	<p>DIVERSEcity Community Resources Society (2014).</p> <p>http://www.dcrs.ca/services/programs-for-children-and-youth/impact-parenting-program/.</p>

