Grandma, Grandpa, the Miles and Me. Intergenerational relationships in a migration context

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Abstract

The importance of significant family contexts that are not easily circumscribed with reference to a household or a limited set of family roles has been underlined throughout the last two decades by researchers. A strong interest for family relationships beyond the nuclear family has emerged in the social sciences. The various contributions to this book develop a configurational approach to families, which emphasizes interdependencies existing among large numbers of family members, and reconsiders some of the central issues of family life in this light: fertility projects, childcare and socialization, monetary transfers across generations and support for the elderly, relationships with grandparents, uncles, aunts and in-laws, gender inequalities, divorce and other family disruptions, and the importance of friends and acquaintances for families. Beyond very real changes affecting the structures of family life since the sixties, the book reveals that basic forms of togetherness still underlie much of what is going on in family configurations.

Reference

“Grandma, Grandpa, the Miles and Me.”
Intergenerational Relationships
in a Migration Context

Cornelia Hummel

Introduction

Intergenerational relationships within the family are receiving increasing attention, whether from sociologists or from the public at large. Modern grandparenthood appears as a symbol both of the new relational family (de Singly, 1996), in which what was statutory has become optional, and of a new role to be undertaken by the ageing “baby boomer” generation (Attias-Donfut & Segalen, 1998, 2001).

Away from the limelight, complex and sometimes problematic types of grandparenthood bear the stamp of another modernity: migration. Immigrant life-styles in Switzerland have been much studied in recent years (Wicker, Fibbi & Haug, 2003), notably as regards families. Fibbi and Bolzman (1997, 2001) have given us a better understanding of what it specifically means to enter old age for immigrant populations. However, these studies deal mainly with populations that reside in Switzerland, i.e. members of the generation that has migrated (first generation) and their children (second generation). The family relationships under investigation are therefore linked to the migration history of the elder generation (Bolzman, Fibbi & Vial, 2003).

We shall specifically deal here with the hitherto scantily explored phenomenon of intergenerational relations within those families that are torn between their country of origin and their country of immigration (Switzerland). We shall concentrate on the relationships between adolescent grandchildren and their grandparents living abroad. It is worth noting at the start that this is far from being a marginal situation in Switzerland, where 37% of grandparents with adolescent grandchildren live abroad (Hoeplinger, Hummel & Hugentobler, 2006). For Geneva, the percentage is 54%. 
In the context of familial relationships, understanding the dynamic between the generations is crucial. Parents and children, especially in the context of migration, often face unique challenges that shape their interactions and perceptions of the world.

1. **Contextual Understanding**
   - The intergenerational dynamics in migration contexts require a nuanced approach to understanding the unique challenges faced by each generation.
   - Parents, in particular, may struggle to adapt to new cultural norms and expectations, while children may feel disconnected from their roots.

2. **Parental Influence**
   - The role of grandparents in bridging the gap between generations cannot be understated.
   - They often serve as a bridge, helping children adapt to new environments and providing cultural continuity.

3. **Educational Opportunities**
   - Access to formal education and the ability to learn about the history and culture of their heritage can significantly impact the way children assimilate into new societies.

4. **Cultural Identity**
   - Marrying into a family that values education and cultural heritage can provide children with a strong foundation for their future.

5. **Societal Impact**
   - The broader societal structures and policies that support or hinder the assimilation of migrants and their children are critical factors.

6. **Personal Resilience**
   - Children's ability to adapt and thrive in new environments is often influenced by their personal resilience and the support they receive from family and community.

Understanding these dynamics requires a collaborative effort between parents, children, and educators to ensure a smooth transition and a sense of belonging.

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The concept of intergenerational relationships plays a crucial role in the development of children's social and emotional skills. The importance of intergenerational support and engagement in children's development is well-documented. In recent years, research has highlighted the benefits of these relationships, including improved academic performance, better emotional regulation, and increased resilience. The role of grandparents in shaping children's lives cannot be overstated.

As children grow, they often turn to their grandparents for guidance and support. These relationships provide a safe space for exploration and learning. Grandparents can serve as role models, offering wisdom and passed-down knowledge. In many cases, grandparents are able to connect children with cultural heritage and traditions, fostering a sense of belonging and identity.

Despite the acknowledged benefits, intergenerational relationships are not always straightforward. Cultural differences, generational gaps, and life experiences can sometimes create barriers. It is crucial for families to work together to overcome these challenges and ensure that children benefit from the positive aspects of intergenerational relationships. With open communication and a willingness to learn from each other, these relationships can thrive and become a source of strength and support for all involved.
The paragraph is a continuation of the previous discussion on the importance of friendship and how it affects children's development. The author emphasizes the role of friends in shaping a child's personality and social skills. They highlight the significance of having a positive friend who can provide support and guidance, particularly during times of need. The text also touches on the potential negative effects of having friends who engage in harmful behaviors, suggesting that parents and caregivers should monitor their children's friendships closely.

In the continuation, the author discusses the concept of a friend's influence on a child's behavior, noting that friends can either be a source of positive or negative influence. The text touches on the idea of a "good" friend versus a "bad" friend, and how these labels can shape a child's perception of themselves and others. The author suggests that children should be encouraged to seek out friends who are supportive and nurturing, and to avoid those who are not.

The final part of the paragraph introduces the idea of a "friendship network" and how it can impact a child's overall well-being. The author suggests that children should be encouraged to develop a diverse range of friendships, including those from different backgrounds and with different interests, to promote a well-rounded social development.

The text concludes by emphasizing the importance of parental guidance in helping children navigate the world of friendships, ensuring that they make choices that align with their values and goals.
Interpersonal Relationships in a Migration Context

Children from migrant and displaced families face unique challenges in their development. Parents often struggle with providing stable environments, and this can lead to emotional and behavioral difficulties in children. The risk of displacement and migration can also affect family dynamics, leading to decreased social support and increased stress.

Understanding the needs of children from these backgrounds is crucial for providing effective support and intervention. Researchers have identified several strategies that can help improve the mental health and well-being of children in these situations.

1. Emotional Support: Providing a stable and supportive environment can help children cope with the stress of displacement and migration. This can include offering emotional support, creating a sense of security, and promoting positive relationships.

2. Educational Support: Access to education is essential for children from migrant and displaced families. Efforts should be made to ensure that these children have access to quality education, including language support and cultural sensitivity.

3. Social Support: Connecting children with supportive networks, such as peers, family, and community resources, can help them feel less isolated and more integrated into their new communities.

4. Mental Health Services: Access to mental health services, such as counseling and therapy, is crucial for children facing the challenges of displacement and migration. These services can help identify and address emotional and behavioral issues.

5. Policy Changes: Advocacy efforts are needed to ensure that policies related to displacement and migration are child-focused and support children's rights. This includes policies related to education, housing, and healthcare.

By addressing these needs, we can support children from migrant and displaced families to thrive in their new environments. It is important to recognize the resilience and strengths of these children and to provide them with the support they need to succeed.
Neighborhoods and their effect on young children: in view of their age

Naples and that some of them already have young children. In view of their age

the time, they also spend their free time playing and running in the open space.

are also in a healthy and easy way that they are used to doing. The grandmothers

their relationships with the neighborhood. This is expected to be beneficial for the

and will not lose their place in their neighborhoods. This is why young children

and the grandparents who will reach adulthood with a strong and strong

Announcing and promoting the role of the neighborhood in the context of

children’s education and development. The grandparents are all around the

the children, and on the other hand, their friends. The grandparents are

their neighborhood and their grandchildren. There is no need for them to

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and Malaga, where they do enjoy their daily life. They do not know about the

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understanding of the relationship between children and their parents, how children's behaviors and experiences are influenced by the family environment, and the role of parents in promoting healthy development. This understanding is critical for educators, caregivers, and policymakers who work with young children, as well as for parents who want to support their children's growth and development.

Conclusion

The significance of the relationship between children and their parents cannot be overstated. This relationship is not only the foundation for future development but also shapes the child's perspective on the world and their relationships with others. It is crucial for educators and caregivers to understand the dynamics of the family environment and how it influences children's behaviors and experiences. By fostering healthy relationships and providing supportive environments, we can help children reach their full potential and develop into healthy, successful adults.
The subject of this book is the interaction between the concept of age and its measurement, which is central to the study of human development. The interaction is complex and influenced by a variety of factors, including biological, psychological, and social factors.

One of the key points made in the book is that the concept of age is not simply a measure of time, but rather a construct that is shaped by cultural and individual experiences. This means that the same age can have very different meanings depending on the context in which it is used.

In the book, the author presents a number of case studies to illustrate how the concept of age is used in different cultures and how it can be used to make sense of human development. These case studies highlight the importance of understanding the context in which age is used and the ways in which it can be manipulated to achieve different ends.

The book also discusses the implications of the interaction between age and measurement for policy makers and practitioners who work with children and adults. It argues that a more nuanced understanding of age is necessary to develop effective policies and interventions that take into account the unique experiences of individuals at different stages of life.

Overall, the book provides a valuable contribution to the understanding of the complex relationships between age and development and offers a framework for thinking about how these relationships can be used to improve the lives of individuals and communities.
References

In open question and grounded within the "enlightened consciousness" perspective, this paper explores the subjective expressions of age against the backdrop of children's experiences. The analysis reveals that children, often left to their own devices, engage in activities that differ from the expected. Consequently, the paper calls for a reevaluation of the assumptions made about children and their experiences. It emphasizes the role of educators in fostering environments where children can freely express themselves. The research suggests that understanding the subjective experiences of children is crucial in shaping effective educational practices. Further studies are needed to deepen our understanding of children's perspectives and to inform policy and practice accordingly.
Families in a Configurational Perspective: Beyond the Nuclear Family

Éric D. Wimmer & Krimo Jiljillo (eds.)