



Family Learning for Migrants At School
2017-1-UK01-KA201-036745



**Guidelines and
recommendations to
foster communication
between Schools and
migrant families in
Europe through Family
Learning programmes :**

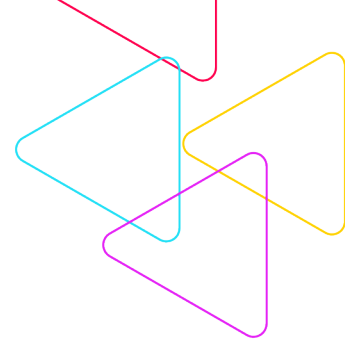
The MiFamily Learning HANDBOOK Highlights



Co-funded by the
Erasmus+ Programme
of the European Union



MiFamily Partners & Purpose of Handbook



The aim of this third MiFamily output is to provide a reference document with a coherent set of practical guidelines and recommendations on the school integration of migrant students through innovative Family Learning methods and resources, fostering an active involvement of Migrant parents in School, to facilitate the fully use of the project products by other organizations in Europe. These guidelines and recommendations to foster communication between Schools and migrant families in Europe through Family Learning programmes are addressed to policy and decision makers, educational institutions, School centre and leaders, social partners and other intermediary bodies, in order to promote the transferability of the project results and mainstream the development of educational programmes, projects and activities on Family Learning for Migrants at School in Europe.

The MiFamily project brought together the seven partners below from 5 countries to work together:

UK

National Resource Centre for Supplementary Education & Aspire Education Group Ltd

Spain

Infodef (Institute for the Promotion of Development and Training) & La Bien Paga

France

Iriv (Institut de Recherche et d'Information sur le Volontariat)

Romania

ICAR Foundation

Ireland

Innoquality Systems

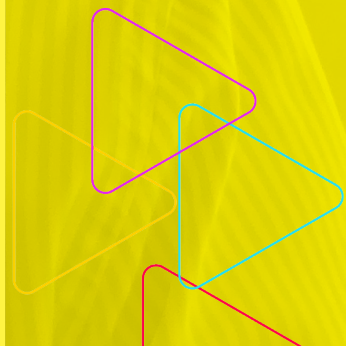


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Outline of the Role Of Migrant Parents and the Education System in:

**SPAIN / IRELAND / ROMANIA /
FRANCE / UNITED KINGDOM**



Mi-Family Curriculum Units 1-7 Aims & Highlighted Practical Activities



For access to all MiFamily Learning Resources visit mifamilyproject.com

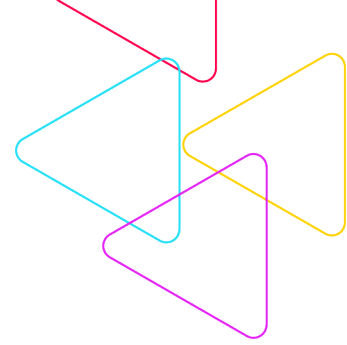
The MiFamily family learning training curriculum consists of a total of seven learning units. The curriculum allocates **125 hours of total learning**, distributed across the seven units of learning outcomes, corresponding to a total of **5 ECVET points** (with 1 credit corresponding to 25 hours of learning.) These learning hours are distributed between contact hours (acquisition of theory), hands-on hours (practical sessions), self-study

hours and assessment hours as detailed in the table below.

Furthermore, the distribution of learning hours will be revised according to the needs within each country as well as the organisational frameworks of mentors, trainers, teachers involved in the delivery of host- country additional language provision.

	CONTACT HOURS	HAND-ON HOURS	SELF-STUDY HOURS	ASSESSMENT HOURS	TOTAL
Unit 1: Cultural sensitivity and interculturality	3	6	9	1	19
Unit 2: Language proficiency and Integration	3	6	9	1	19
Unit 3: Values for teachers working with migrant families	3	6	9	1	19
Unit 4: Overview of family learning methodologies	3	12	9	1	25
Unit 5: Language acquisition through family learning	3	12	9	1	25
Delivery of MiFamily Learning Programme to migrant families over 14 x 3 hr sessions					
Unit 6: Self-evaluation and professional development	1.5	0	2	5.5	9
Unit 7: Evaluating the family learning approach	1.5	0	2	5.5	9
TOTAL	18	42	49	16	125

For each of the seven curriculum learning units, corresponding practical activities and sample lesson plans were also developed for educators to undertake with migrant families. Each Unit comprised the stated learning outcomes of knowledge, skills and responsibility or autonomy necessary to achieve the overall aims.



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Evaluating the effectiveness of a family learning approach and integrating this into formal environments

Aim: To enable teachers and educators to evaluate the effectiveness of a family learning approach/programme on language proficiency and integration. To develop methods to integrate family learning into formal educational environment/programmes

A family silhouette against a sunset background. A woman with long hair and a young girl in a white dress are standing on a grassy hill, looking out over a landscape of rolling hills. The sky is a mix of orange, yellow, and blue. A large, bold, white text overlay is centered on the image, reading "MiFAMILY Online Education Resource".

MiFAMILY Online Education Resource

The main elements included in the platform are:

An Online Digital Database

An exhaustive national and international compilation of cutting-edge practices, projects, policies, methodologies, approaches, resources and tools in innovative Family Learning methods and resources.

The Theoretical and Pedagogical Bases

A document providing cutting-edge theoretical fundamentals and pedagogical approaches on the School integration of migrant students through innovative Family Learning methods and resources In Europe.

B-Learning Course

Aimed at training teachers, school leaders and educators in innovative Family Learning methods and resources for the school integration of migrant students. The blended learning approach provides professional educators with a combination of:

- An **E-learning Course** to be followed through online training.
- A Set of **Practical Activities** to be applied in the classroom through face to face training.



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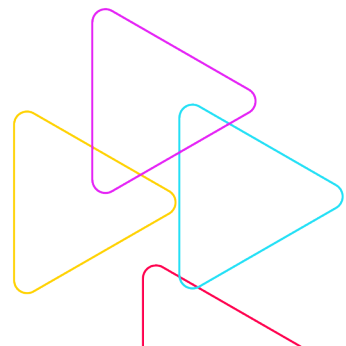


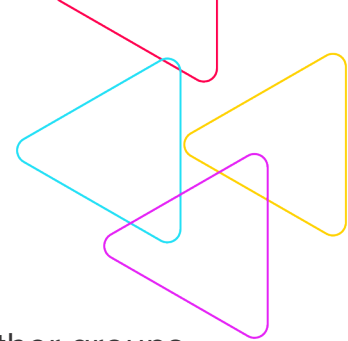
Conclusions & Recommendations to Foster Communication and Learning between Schools and Migrant Families

On Family Learning & Integration

Family learning in schools is a great and cost effective way to engage more parents in the learning of their children and in particular can be used by schools to bring about greater social inclusion of migrant families. The MiFamily project offers an innovative and targeted Family Learning curriculum and resources

which are accessible online and which support teachers to reach out and engage families of migrant children within their school. It also encourages school leaders to liaise with migrant parents and volunteers within migrant community groups, adult education, language teachers, informal and formal learning





sector to create welcoming learning environments for Family learning and to foster integration based on respect and acceptance of cultural diversity. Although MiFamily stresses language learning, other themes could also be numeracy, digital and financial literacy.

Schools no doubt need extra resources and staff with the cultural and linguistic competencies to support the learning of children of newly arrived migrants without the language skills of the host country. However, schools can still demonstrate through their values and everyday practice, that they welcome children and their families from migrant communities; can provide reassurance and comfort in the light of any trauma and suffering they may have experienced which forced their families' migration; and appreciate the cultural diversity they bring. Family Learning can help schools progress the learning of children from migrant

backgrounds as well as other groups experiencing barriers to learning. Finally, family learning represents a key parental engagement strategy which benefits the whole school community.

Strategies that effectively bring about higher attainment and thus reduce gaps in school achievement and progression of migrant children, have not been the emphasis of this MiFamily Learning programme. Yet, reviews of Family Learning from the UK, and most recently from Scotland, show that Family learning reaches the most disadvantaged; can help to close the attainment gap and extends beyond the duration of the intervention. Especially if Family learning has been “a catalyst in helping adults take up adult learning and training opportunities, gain employment or attain new skills. This in turn positively impacts on children’s individual attainment, their aspirations and personal learning journey.”⁴

Finally, the following 12 key recommendations are aimed at key stakeholders to promote innovative Family Learning practices in Schools in Europe.

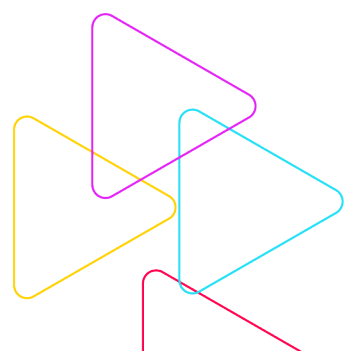
⁴ Review Of Family Learning Supporting Excellence And Equity, The Scottish Government, 2016

For Educational Institutions & School Leaders

- Undertake Family Learning activities to strengthen trust between parents and teachers, promote language learning and wider social interactions and integration of migrant children in school
- Show an interest in the diverse experiences of students and their families which is reflected in school culture and celebrations
- Guide migrant parents on how the school system works and how to help their children in school, despite cultural and linguistic barriers.
- Recruit bilingual staff, outreach (home visits and phone calls) and reception as well as mentors and teaching assistants which reflect the diversity of the school population and relieve the pressure from migrant students of having to translate for their parents

For Education Policy & Decision makers in National and Local Governments

- Develop a framework for family learning to improve greater cohesion between strategic and operational levels
- Funding should be made available for family learning programme development and delivery at a strategic and local authority level
- Establish flexible policies towards foreign language learning which include the most frequently spoken mother tongues and their recognition in school
- Establish an initial teacher training curriculum to prepare teachers to work in multicultural and multilingual classrooms and provide qualified mother tongue teachers



For Social Partners & Key Stakeholders



- Supplementary schools/mother tongue classes in the community and migrant associations should work in partnership with schools to offer Family Learning with teachers in school
- Migrant owned businesses should link with schools to promote family learning approaches to enterprise development

For European Institutions

- Implement the recommendations for Language teaching and learning in multilingual classrooms EC Education & Training (2015)
- Support strategic partnerships for innovation on the wider and sustainable benefits of Family Learning on wider skills relevant to the fourth industrial revolution