



**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**

 Co-funded by the
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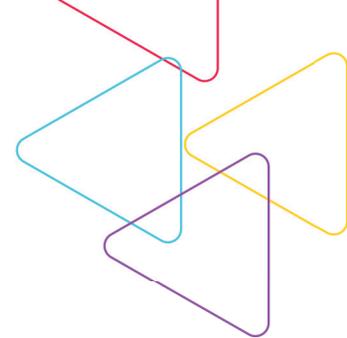


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MiFamily Partners & Purpose of Handbook



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

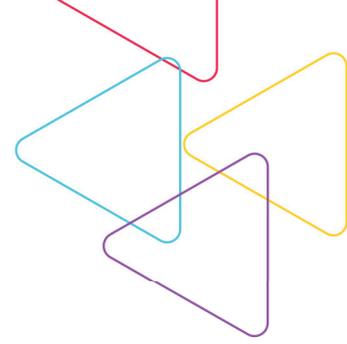


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Introduction

This Handbook aims to provide a reference document with practical guidelines and recommendations on the school integration of migrant students in Europe through innovative Family Learning methods and resources with a focus on language learning. Four of the six country partners on the MiFamily project have the largest percentage and actual numbers of foreign-born residents in Europe, namely the UK (8.4 million), France (7.9 million) and Spain (5.8 million) and Ireland at 16% of its population. Romania is unique in that immigration to this country is less common than immigration to most other EU countries, with Romania having 2.1% of the population foreign born as of 2017 (Eurostat estimates) and has evolved since 1990 from a country of transit for migrants.

The role of schools and educators play a fundamental role in helping migrant students and their families to integrate in a new context. Often, they are the only regular point of contact between some migrant families and state institutions or different forms of social support. In the face of increasing public concern in Europe highlighting the negative rather than the positive impact of immigration, schools and educators undoubtedly need more support and assistance to positively manage the cultural diversity of their students in a pedagogical manner and foster mutual understanding, respect and trust, promoting values of equity, inclusion and diversity within the school community as a whole.



Students are better learners when their parents are involved in their education. While migrant parents often have high aspirations for their children, they may face multiple obstacles to becoming involved in their child's schooling, including language barriers, insufficient understanding of how schools in the host country function, and lack of time or money to invest in their child's education. They also feel alienated and unwelcome, especially if their child has encountered discrimination or abuse. Communities and schools that host migrants need to find ways to communicate with migrant parents who may have different levels of education, language skills and understanding of the school system.

From the outset of our European project, it was clear that although country partners could agree on a definition of Family Learning, the practice of Family Learning was at very different stages in the various countries. Therefore, the challenge for our project was to come up with a robust curriculum model that spoke to the educational context of our various countries, whilst at the same time allowing for flexibility of testing and training approaches adapted to the specificities of migrant needs and situations within the various partner countries.

This Handbook summarises the learning gained through this strategic partnership; highlights the innovative curriculum units we have developed; the theoretical and pedagogical bases behind them as well as some of the practical activities

and open education resources that can be used by educators to promote Family Learning for students from migrant family backgrounds in schools across Europe. Finally, it arrives at conclusions and suggests recommendations for educational policy makers, school leaders and social partners concerned with improved educational outcomes and social integration for migrant children at school. The Mi-Family Curriculum programme is set at EQF Level 4 which has an equivalence in the United Kingdom to Level 3. However, it should be noted that participants in the programme are working around this level and that no formal qualification is offered as an outcome of the completed work or activities.

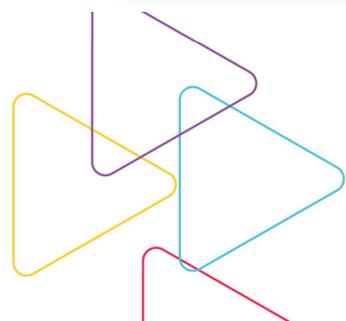
Family Learning & National Occupation Standards – UK



The diagram shows the variety of formal and informal learning that takes place amongst members of a family. It can be seen that Family Learning is both intergenerational, stresses learning through doing and involves the adult and child together.

‘Family learning’ refers to any learning activity that involves both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family.

Excerpt and Diagram from Family Learning Works, The Inquiry into Family Learning in England and Wales NIACE, (2013)



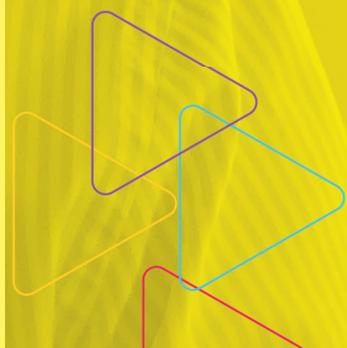
In the UK, there exists National Occupational Standards (NOS) for Family Learning as the practice has been recognized for over a decade with many local authorities employing Family learning managers. NOS represent nationally agreed standards of performance and knowledge required in family learning and can be used to inform job descriptions and identify areas of improvement and support individual's professional and continuous development. There are 15 standards in all:

- NOS Standard 1** Monitor and evaluate the impact of trends and developments in family learning
- NOS Standard 2** Promote a culture that values diversity and difference
- NOS Standard 3** Take responsibility for the safety and security of participants, staff and environments
- NOS Standard 4** Provide physical equipment, resources and surroundings that meet participant's needs
- NOS Standard 5** Build and maintain effective relationships with participants
- NOS Standard 6** Build and maintain relationships with the wider community
- NOS Standard 7** Recruit participants onto Family Learning
- NOS Standard 8** Work with families who find services difficult to access
- NOS Standard 9** Provide publicity and information about Family Learning programmes
- NOS Standard 10** Enable access to future learning and development opportunities
- NOS Standard 11** Help to safeguard those in need or at risk of harm
- NOS Standard 12** Communicate and liaise effectively with other organisations or sectors
- NOS Standard 13** Establish quality procedures in your area of responsibility for Family Learning
- NOS Standard 14** Monitor and review the learning environment in promoting inclusion
- NOS Standard 15** Reflect on and update own knowledge and practice

Family learning recognizes the role of the parent as the first educator of children; therefore, the more informed newly arrived migrant parents are about the education system of their host country, the more likely they are able to understand and support their children in school and liaise with their teachers.

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

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



SPAIN



The role of parents as primarily responsible for the education of their children has been enshrined as one of the principles of the Spanish educational system, in the most recent Education Law (LOMCE 2013). Several aspects regarding the role and intervention of parents in the school life has been established by this Law: choice of educational centre; right to receive information and advice on the teaching-learning process of their children; choice of teaching methods; consultation on the application of learning improvement programs; and the consultation on educational commitments between families and centres for the development of student performance. Participation of parents in the regulated system takes place at different levels:

- Selection of the type of education and the educational centre
- Taking part in the consultative collegial bodies of the educational system, as well as in the governance bodies of the school centres
- Taking part, managing or being involved in the activities undertaken through the parents associations of the schools
- Keeping an ongoing exchange of information between families and the school, building commitment around the school community

There are three categories of Spanish schools in the Spanish education system:

- a) State-funded public schools (“Colegios públicos”)
- b) State-funded private schools (“Colegios concertados”)
- c) Private schools (“Colegios privados”)

Schooling for children: Aged 0 – 18 years is organised at several levels

Preschool or kindergarten education: Ages 0 to 6 years, organized into two cycles: 0 -3, 3-6

Primary education (compulsory)

Ages 6 to 12 years, organized into three cycles: 6-8, 8-10, 10-12. The certificate given at the end of this stage is “School Graduate”

Secondary education (compulsory)

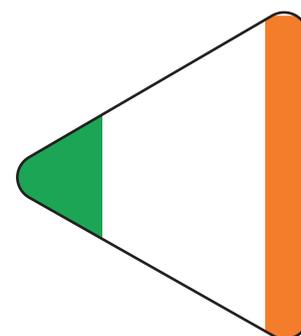
Ages 12 to 16 years, organized into two cycles: 12-14, 14-16. The certificate given at the end of this stage is “Secondary Education Graduate”

Higher Secondary education. Ages 16 to 18 years, with two different paths post 18:

a) Bachelor degree, preparation for university studies Certificate given at the end of this stage is “Bachelor’s degree”

b) Vocational training, medium-grade training cycles. The certificate given at the end of this stage is “Professional Certificate”

IRELAND



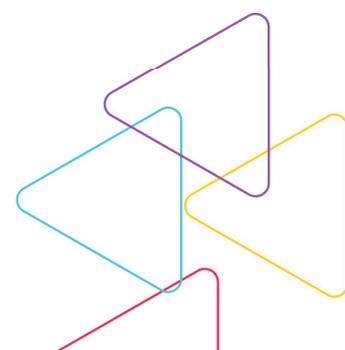
Education is compulsory for children in Ireland from the ages of six to sixteen or until students have completed three years of second-level education (or up until the Junior cycle examinations in second level education). All Irish children are entitled to free primary and post-primary education. Most primary schools are funded by the state and the vast majority of children in Ireland attend these schools. There are a small number of Irish private schools but these are less common. For private schools, parents are expected to pay yearly fees and there are little to no support for this due to the prevalence of public schools. Early childhood education and care services in Ireland are delivered outside the formal education system, by a diverse range of private, community and voluntary interests and are described variously as crèches, nurseries, pre-schools, naíonraí (Irish language pre-schools), playgroups and daycare services

Children who are not native to Ireland - including asylum seekers, refugees or children of migrant workers, have the same right to education as other Irish children and are required, by law (Under the Education (Welfare) Act, 2000), to attend school between the ages of 6 and 16 or until they have completed three years of second-level education.

According to the report “Understanding the Challenges of Immigration for Education” developed by Pobal (a not-for-profit company that manages programmes on behalf of the Irish Government and the EU), about 60% of migrant children in Irish schools need English language support. It also notes that “the current

provision of two years of support is generally considered sufficient for conversational English, but if migrant students are to make a successful transition to upper second level education and then on to further or higher education, they will need to have mastery of academic English.”

In addition, in 2000 the Irish Government of the time introduced a system of Dispersal & Direct Provision accommodation (DP) for asylum seekers. This was proposed as a short-term solution to an escalating number of asylum seekers looking for asylum in Ireland. Successive Irish Governments since 2000 have maintained this practice however, which has resulted in a highly restrictive system. DP has had a profound impact resulting in the marginalisation of residents and the resulting long-term negative impacts of segregation. O’Riordan et al. (2013) identifies that the DP environment is not conducive to learning and identifies that there can be a conflict between advocacy and surveillance in these schools whereby schools are asked to provide support and welfare letters for migration applications and social services. This results in a very unstructured relation between teachers and parents in direct provision. Additionally, Horgan (2014) identified that communications between teachers and school administrators between management/staff of the DP centres about children and parents raises serious ethical concerns about privacy and the development of a surveillance culture.



ROMANIA



In general, the role of migrant parents in the Romanian education system is influenced by various socio-psychological factors which influence their active involvement in educational activities both for themselves and for their children. Such factors include:

- Time of arrival in the host country: newly arrived migrants for example, who are not ready to settle in Romania and are planning a secondary movement to another European country, their involvement with the education system tends to be low
- Employment status: working parents, especially men who have to support large families, are not generally involved in education courses.
- Gender roles: some women from traditional families who are living with the extended family in the host country may be denied access to language courses and therefore rely heavily on their children for translation purposes. On the other hand, women who come from countries with community based societies, tend to be more open to learning experiences with a group of their peers in an informal setting rather than attending formal classes in an institutional setting
- Disabilities: migrant families with children with disabilities or adults with disabilities tend to isolate themselves, not participating in educational efforts because of stigma and shame
- Language barriers/limited language fluency
- Ability to adapt and understand a teaching/schooling paradigm within an educational system different from one's own.
- Different ways of understanding the role of the school teachers: teacher as expert vs. learning as a family process

- School climate: do schools act as an welcoming environment for migrant parents?

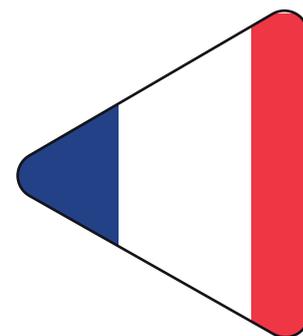
“Parents from migrant background may feel they lack the linguistic skills to communicate with schools, help their children and monitor their progress; they may be discouraged by a sense of distance between their values and culture and those of the host country, as represented by the school.” (European Toolkit for Schools)

Migrants and refugees who cannot participate in Romanian language courses organised as part of the Integration Programme in the first year of gaining status because of health, employment situation, family or other reasons, are left without any other opportunities to learn the Romanian language (except for voluntary courses within different NGOs that are not held regularly as they lack funding). The Second Chance Program on the other hand is aimed at adolescents, young people and adults from different social backgrounds and ages, who have not been enrolled or have not completed primary and/or secondary education. The program is intended for young people who are 4 years older than the age of their class in which they could have been enrolled at school; or who have not completed primary education by the age of 15; or have not graduated lower secondary education/high school by the age of 19.

National qualifications in relation to vocational training in Romania can only be authorised by legal entities with the CAEN code 8559. Vocational training providers are evaluated over a four year period before being authorised by the National Authority for Qualifications.



FRANCE



School education is compulsory for children aged between six and sixteen; this obligation covers both elementary education (elementary school) and the first four years (collège) of secondary education. Children are enrolled in kindergarten by their parents from the age of three or two, whereas they are automatically enrolled in elementary school near the place of their parents residence. Public education is free. Secondary education for pupils aged 16 and over is dispensed in lycées d'enseignement général et technologique (secondary schools) and in lycées professionnels (secondary schools for vocational training). Pupils attend the former establishments for three years, to study for the Baccalauréat général and Baccalauréat technologique examinations. They attend the latter establishments for two years to study for the Certificat d'aptitude professionnelle - CAP (vocational training certificate); two more years are required to prepare for the Baccalauréat professionnel examination.

Higher education is divided into three cycles or stages: the Premier cycle, two-year course up to DEUG (Diplôme universitaire d'enseignement général) level; the Deuxième cycle, third year up to the licence followed by the one-year maîtrise; the Troisième cycle or higher postgraduate study beginning with the Diplôme d'études approfondies (DEA) or with the Diplôme d'études supérieures spécialisées - DESS (diploma in an applied subject). Vocational training lasts two to three years after the Baccalauréat: where students prepare for the Brevet de technicien supérieur - BTS (vocational training certificate for advanced technicians) and are also taught by the Instituts universitaires de

technologie - IUT (polytechnics).

In Paris, a child aged six and over who does not speak French is sent by the local town hall to a school where French-language courses for beginners are available. Children enrolled by their parents in a collège or lycée, will have to take a French-language test. To begin higher studies in France, foreign students must have a French baccalauréat or foreign equivalent and be able to prove that their command of French is good enough for them to take the course of their choice.

A review of the literature on the impact of migration on parenthood in France, highlighted that children of migrant parents would be called in as translators, because they had mastered the language more quickly than their parents, as well as having acquired the "social codes" from their immediate school environment. This could result in challenging the original family authority and lead to "inverting parent child relationships" as a result of the "over-empowerment of children" within migrant families. The same extensive study find that contrary to prevailing opinion at the time "immigrant families 'have high expectations of schooling for their children, but without necessarily developing strategies and having adequate resources' to achieve their aspirations."¹

¹ L'impact de la migration sur la parentalité : réalité ou représentations ? – ORIV - Dossier thématique – juillet 2012

UNITED KINGDOM

“The United Kingdom has very low social mobility compared to other OECD nations. Children’s academic attainment is closely linked with their parents’ income, occupation and educational qualification.” **(Helping Parents to Parent, 2017)²**



Parents have the legal responsibility to ensure that their child attends school regularly between the ages of 5 and 16 years old, unless they are home educating. In the UK, they can be sanctioned with orders, fines and even a jail sentence should their child persistently truant from school or they are taken on holiday during the school term. Parental input and decisions become even more crucial at particular points of a child’s educational journey given the rapid changes in the school and exam system over the last decade which have unsettled many British as well as migrant parents in the UK. Now nearly a third of schools have been converted to ‘academies’, owned and run by not for profit private trusts, controlled and funded by central government. The rest of primary and secondary schools are ‘maintained’, ie funded by local authorities and includes faith based and special schools. Independent private schools educate

about 7% of all school age children; they do not have to follow the National Curriculum like maintained schools and academies, and parents must pay fees.

Many Black and Minority Ethnic and newly arrived migrant parents of school-aged children in England, Scotland and Wales often find it difficult to adapt to a system so different from their country of origin and the parent/teacher relationship has also been highlighted by both parties as an area of potential confusion and misunderstanding. Furthermore, some black, migrant or refugee parents may have experienced traumatic and/or violent events in their country of origin or indeed within Britain, which impact the health and wellbeing of their family and the behaviour and progress of their children at school.

¹ L’impact de la migration sur la parentalité : réalité ou représentations ? – ORIV - Dossier thématique – juillet 2012

²<https://www.gov.uk/government/publications/helping-parents-to-parent> accessed May 2019

Education in the U.K. at a glance

		Age	Assessment or Qualification
Primary			
Early Years	Nursery	3-4	
	Reception	4-5	
Key Stage 1	Year 1	5-6	Phonics screening check
	Year 2	6-7	SATS
Key Stage 2	Year 3	7-8	
	Year 4	8-9	
	Year 5	9-10	
	Year 6	10-11	SATS
Secondary			
Key Stage 3	Year 7	11-12	In-school tests throughout year
	Year 8	12-13	
	Year 9	13-14	
Key Stage 4	Year 10	14-15	GCSE (General Certificate of Secondary Education)
	Year 11	15-16	
College/Sixth Form*			
	Year 12	16-17	A-Levels, AS-Levels, NVQs foundation degrees, vocational courses, BTECs, apprenticeships
	Year 13	17-18	
Higher Education			
	University	18+	Bachelor's, Master's PhD

*Whilst some students may continue to attend their secondary school in order to complete years 12 and 13, students also have the option attend a college.

Assessments and Qualifications

SATS Also known as 'national curriculum tests', 7 and 11-year olds across England sit written exams in Maths and English. SATs are used to measure the level at which your child is learning. They also measure the success of teaching at your child's school.

Students choose 5 subjects (along with English, Maths and Science), to study for two years between ages 14 to 16. After they have passed a series of exams, students are awarded a GCSE (General Certificate of Secondary Education) in each subject.

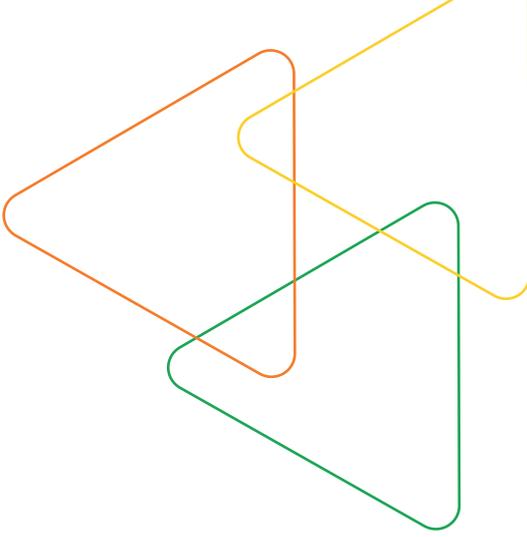
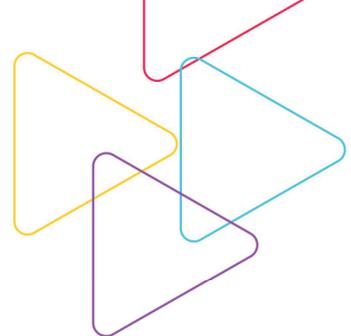
A-Levels & AS-Levels A-Levels are the most common qualification to pursue before university and are available in a range of subjects. Students usually study these during Year 12 and 13 at their secondary school (Sixth Form) or college. They can also receive an AS-Level qualification at the end of Year 12 if they choose to study the subject for just one year. Students must complete 3 or 4 A-Levels in order to be accepted into a university; the grades required depend on the university and the course you are applying for.

BTEC BTEC (Business and Technology Education Council) qualifications are usually more relevant to a student's future work or career plans, and combines classroom learning with practical, work-related skills development. They can be studied alongside or as an alternative to GCSEs. Students can also study BTECs instead of A-Levels; they will still receive an equivalent qualification

Apprenticeships & NVQs National Vocational Qualifications (NVQs) can be pursued by those who choose to take on an apprenticeship (a paid or unpaid job which equips students with practical knowledge and work experience). NVQs are awarded based upon a person's ability to carry out their work effectively. Students who study an NVQ to the equivalent of an A-Level may apply to university.

IntoUniversity Supplementary Schools Project – The UK Education System, 2017

A comprehensive handbook - A Guide to Schooling in England for BME and Newly Arrived Migrant Parents (2010) was produced to further their social integration. However, the diagram above summarises the latest UK Education system and the qualifications at the different stages of education divided into Key Stages 1 to 4 covering primary and secondary school. Aged 16-18 years old, there are a variety of qualifications for entrance to university, or to follow vocational pathways.



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

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.

	CONTRACT 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.

LU.1.



Cultural sensitivity and interculturality

Aim: Provide teachers and educators with knowledge, skills and tools to navigate cultural differences and similarities in the classroom without assigning them with subjective value (e.g. ‘this culture is wrong, this culture is right’), to be aware of their own culturally-biased communicative behaviour and that of others and to reduce cultural barriers between teachers and the students and between students themselves. The aim of LU1 is to educate teachers on the importance of creating a safe intercultural environment in the classroom (‘culturally competent’ teachers), avoiding cultural segregation or self-segregation, and providing them with practical tools to reach that goal.

LU.1.

Iceberg Activity

Activity A - 10 minutes

Tell the group that this session will focus on culture and cultural understanding.

Ask the group, what is culture? Write down any ideas that the group has. Offer the following definition to the group after they have brainstormed on their own definitions of culture.

It is meant to help them articulate some of their ideas, but not meant as a “correct” answer.

Culture : the customary beliefs, social forms, and material traits of a racial, religious or social group, specific to time and place

Draw a picture of an iceberg with just its head showing under the water.

Pass out Handout 1: Some aspects of culture.

Ask the group, how is culture like this iceberg? What parts of culture are “above water”? What parts are below? (Expected answer: Only a small part of culture can be seen, while most of culture is unseen. Those aspects of culture that can be seen, such as dress, housing, etc., are above water; while ideas, beliefs, and attitudes are below water.)

Ask them to consider the aspects on the handout. Which are above? Which are below?

If they are unsure, explain that the parts of culture that are “above water” can be seen. Then ask what aspects from the handout can be seen? (Note: Some aspects may be below water but have effects that are above water. For example, ideas about wealth may be below water, but the showing of wealth may be above water. Encourage discussion on these points.)

Once the group has gone through the aspects, summarize the definition of culture and the iceberg metaphor.

LU.2.



Host country language proficiency methodologies & integration

Aim: Provide teachers and educators with knowledge and tools to facilitate identification of the existing proficiencies of pupils and their families in the main language of the host country, as well as their existing proficiencies in other languages. To build an understanding of the primary language needs to facilitate integration.

LU.2.

Practical Activity- Language requirements in the host country

This practical activity will focus on recognising the language needs required to facilitate integration of migrants into the host country. Participants will be gaining knowledge of the statutory and community provision that families will need to access and recognising the language levels needed to achieve this.

Main Steps

1. INTRODUCTION (5 MIN)

Introductions, aims of the session and ground rules including respectful terminology.

Ask participants what type of ground rules will make them feel respected and included in the session; write these on a flip chart and display during the session.

2. ICE BREAKER (10 MIN)

Matching game – learn a phrase/sentence in a new language by matching the cards. You will need 3 sets of cards (colour coded) – one set with a phrase/sentence in different languages, one set with matching phrases/sentences in the main language of the host country and one set with the name of the language for the participant to identify it.

Participants to discuss how they deciphered languages they did not know. Facilitators to prepare an answer sheet. You could also have a recording or language app that can say the sentences after they have completed the activity to check pronunciation.

This icebreaker puts participants in the shoes of a student learning a new language for the first time. They can explore how to assess language proficiency as well as develop empathy.

3. YOUR COUNTRY'S LANGUAGE REQUIREMENTS (15 MIN)

Do a true/false quiz to check knowledge of the country's legal requirements.

Discuss any gaps in the knowledge and reinforce important criteria.

4. PRIMARY SERVICES NECESSARY FOR NEW MIGRANTS (30 MIN)

Brainstorm the primary services/statutory bodies that students and their families will need to access during the settling down period (e.g. School, GP, Department for Work and Pensions).

In pairs – use the internet to research important services/bodies (the facilitator can allocate one service/organisation to each pair). Participants to take notes during this exercise with particular focus on the vocabulary families will need to access these services (e.g. filling in the necessary forms/information they will be asked to provide).

Have some useful website links ready to prompt participants if they need assistance.

Use the last 10 minutes for feedback from each pair about their findings.

5. SHARING A VIDEO (5 MIN)

Show a video of a community organisation talking about its work with migrants.

Participants listen to the clip, which could be backed up by a leaflet to read about the work.

6. IDENTIFYING COMMUNITY-LED ORGANISATIONS (15 MIN)

Discuss key community organisations that you know of or would like to find out about which new migrants should be familiar with in order to have a smooth transition.

The facilitator should be able to draw from a list of existing organisations if none are known by the participants.

7. CASE STUDY (30 MIN)

In pairs – participants to read the scenarios of various migrant families and identify/describe the main services, statutory provision and community support that could be recommended for each family's needs.

Use a number of varied scenarios with families from different backgrounds with a range of needs and children of different ages. Each pair then chooses one family scenario.

Think about the language needs of the family and design a language teaching resource that would enable them to access one of the services identified.

8. CONCLUSION (10 MIN)

Recap the main points of the session and link to the learning outcome.

Participants can use this time to ask any questions and clarify their understanding.

Individual work for each participant:

On-going learning after the session – do some research for a case study that you will follow up on after the session. E.g. choose a family to base your case study on and continue to research resources, services and activities that they will benefit from in their daily lives.

Use the evidence from your research to inform your teaching strategy/content to prepare families for engaging with the services they most need.

LU.3.



Values for school leaders and teachers working with families from migrant background

Aim: To promote equity, inclusion and diversity among school leaders, family learning managers and community-based educators working with families from migrant backgrounds for more successful school learning and reduction in inequality of school outcomes/the attainment gap.

LU.3.

Practical Activity - Presenting Migrant Family Stories in the School and the Community

This practical activity uses an inquiry based learning approach to develop theme-based family learning resources. It provides an opportunity for group work in identification of migrant families in their school and the local community and presentation of their stories

KEY QUESTIONS TO GUIDE PRACTICAL ACTIVITY

- Which cultures, values and viewpoints can be found in your local area?
- Which migrant families/nationalities are represented in your local area?
- What are their/your personal stories that brought you to this country
- What positive qualities or experiences do migrants bring?
- What are some of the stereotypes/myths in relation to migrants that need to be challenged?

DURATION

- Teacher presentation and fun icebreaker - 0.5 hours
- Group work activity & research - 3 hours
- Presentations and Assessment - 1.5 hours
- Individual Portfolio evidence (optional) - 1 hour

METHODOLOGY

Teacher gives a background context as to why the “I am a migrant” campaign came about. For example: “In the UK the continued global debate on migration, particularly with regards to EU migrants, continues to be rife with negative terminology. The campaign aimed to demonstrate that migrants are an essential part of British society and contribute on a daily basis financially, socially and culturally. Also to dispel myths and stereotypes surrounding migrants and immigration and encourage them to be seen in a diverse and positive light.”

PROCESS

- Fun icebreaker exercise to encourage group members to get to know one another.
- Learners can be divided into groups of four, which will form their collaborative groups.
- They are each given a “I am a migrant” poster as a discussion starter.
- The groups of four will become “experts” on a particular culture, value or viewpoint being represented in their area.
- Once the groups have chosen their focus, they should conduct research using IT and the expertise within their group.
- Learners should work to create a visual (poster, PowerPoint, etc.) which can then be used to share their findings with their peers.
- Once the research is complete, findings should be presented.
- All learners should keep a note of the findings (both their own and the work of others) in their personal folders for evidence.

The 'expert groups' now need to use their initial, short presentation to develop a final presentation to give to their identified migrant groups. This presentation can also be used at their cultural event in the local community (see next Practical Activity). A starting point could be to search websites for various migrant groups to gauge how they describe themselves (see "I am a migrant resource", below).

Learners can be given the success criteria for their final presentation. Learners should then allocate the PowerPoint slides required across each group to ensure that all learners have equal responsibility for producing the presentation. Learners may also want to produce additional material to accompany their PowerPoint/poster presentation, for example a leaflet or poster.

LU.4.



Overview of Family learning and Family learning methodologies

Aim: To provide an understanding of family learning as a form of educational provision with an understanding of the impact of family learning on families (in particular migrant families), schools and wider society. To make the learner familiar with the models, methodologies and tools to be applied in a Family Learning approach.

LU.4.

Practical Activity - Dialogic Literary Gatherings

The dialogical literary gathering is an educative and cultural activity where people join to share, read and talk about a book of the Universal Classic Literature. It can be delivered in different types of organizations including schools, adult education, parents' associations, women's groups, cultural and educational institutions. In the Dialogical Literary Gatherings (DLGs) attention isn't only paid to what the author wants to transmit with his/her text, but also to the different interpretations, thoughts and reflections that the book creates in participants.

DIALOGIC LEARNING METHODOLOGY

Dialogic learning is the result of egalitarian dialogue; in other words, the consequence of a dialogue in which different people provide arguments based on validity claims and not on power claims. In the gatherings, participants provide their interpretations on the item which is being considered (a literary text, a musical piece, a mathematical contribution and so on) and the activity is based on dialogic learning. In particular, the Dialogic Literary Gatherings have two foundations principles: first, a masterpiece of classic literature is read; and second, children, young people and adults without a formal education and with very little reading experience are able to attend the gatherings. By means of DLGs, each person makes individual contributions to the dialogue. The objective is to talk about the contents and topics that come up from reading the classic we have agreed on. The various comments are not classified as better or worse, but are appreciated as different. This horizontality brings the participants closer to an ideal speech situation.

³Lena de Botton et al. Moroccan mothers' involvement in dialogic literary gatherings in a Catalan urban primary school: Increasing educative interactions and improving learning

PARTICIPANTS

DLGs sessions can be aimed at parents and children altogether, but the present activity has been conceived to be targeted to a group of parents/carers and/or of children but separately. Actually, DLGs have been targeted to children at different educational levels (including pre-kinder, kindergarten, elementary, middle and high schools), as well as adults (lifelong learning and/or educations as second chance), and even at persons held in prisons. There are good practices that highlight how family learning through DLGs aimed at migrant mothers from marginalized neighbourhoods “affected mothers’ and children’s motivation to read and helped migrant mothers to improve the language acquisition of the host country. Mothers confirmed becoming more able to understand the schoolwork of their children and they felt more confident to help them with their homework”³ . Thus, this last targeted group could be a good example to develop this activity.

NUMBER OF PARTICIPANTS

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DURATION

The duration of literary dialogical gatherings is agreed by the own group in order to facilitate and promote the participation of all the participants in it. The dialogical literary gatherings usually take place for two hours sessions every week.

PROCESS

The teacher plays a crucial role as moderator, thus, he/she is in charge of facilitating the discussion so that everybody can express their thoughts and impressions on the part of the text which is being discussed. The “moderator” learns as much as, or more than, the “participants”. He/she cannot impose his/her particular view, and must think and rethink what he/she previously took for granted, to find more reasons to support his/her opinion, or discover that he/she was partially or entirely wrong.

Main Steps

1. CHOOSING A WORK OF CLASSIC UNIVERSAL LITERATURE

To do this, several texts are proposed to participants for them to decide between. Each person chooses to propose a book to the others, explaining the reasons why they would like to read it.

2. ORGANIZING GATHERINGS

Once the book has been chosen, an agreement is made with participants as to how many pages will be read by the next gathering. Again, at the end of the next session the process is repeated. Participants will read the agreed pages at home, identifying the paragraph they enjoyed the most or which particularly drew their attention. During the gathering, the reading is discussed focussing particularly on chosen paragraphs. The participants who have chosen those paragraphs ask to interject. The moderator grants speaking turns to each participant who reads out loud their chosen paragraph and provides reasons as to why they chose it. The moderator opens discussion up to everyone so that other participants may comment on each paragraph. The process repeats for each paragraph, following the chapter/section order of the text, until the book is finished.

3. THE TRUE INTERPRETATION?

The dialogue constructed is then based on these contributions. Different opinions are debated and resolved through discussion. If the entire group reaches an agreement, this is established as a provisional true interpretation. If consensus is not reached, all the members of the group or subgroup maintain their own positions; no one determines the correct or incorrect reading based on his or her position of power.

LU.5.



Additional language acquisition through Family Learning

Aim: Provide teachers and educators with knowledge, methodologies and tools for teaching an additional language (the language of the host country) using family learning methods. This will include the information needed to understand the range of backgrounds that migrant learners bring to their classes; to identify their motivations, expectations, personal and family factors and how these may affect language learning; and to set out common expectations and acceptable forms of behaviour that do not discriminate or exclude others.

LU.5.

Practical Activity

- Exploring the outdoor environment

This practical activity is based on a Family Literacy approach, which provides literacy skill-building opportunities for young children while enhancing literacy skill development in all members of the family. The activity can be used with homogeneous or heterogeneous groups of migrant families with no or limited literacy skills in their first language. This practical activity can be expanded for further language learning sessions by including trips to the local markets, shops or museums.

Main Steps

1. INTRODUCTION. DURATION (5 MIN)

The teacher explains the guidelines for working together safely and effectively to the migrant families. Then the group should be taken to a local park, garden or other outdoor communal space.

2. NATURE TRAIL ACTIVITY. DURATION (20 MIN)

The teacher gives the participants a list of items that they need to find or identify in the outdoor environment. Handouts with different list of things to be identified should be prepared in advance by the teacher.

Allow migrant families to explore the outdoor space for 10 minutes to find the objects. After this, gather the group back together and sit in a circle to talk about what they have found.

The idea behind this activity is to allow migrant families to expand their vocabulary and to identify everyday objects.

3. SIMON SAYS ACTIVITY. DURATION (10 MINS)

If the group is very large, the teacher can split into smaller groups of 6-10 per group. Family members should work together in the same group.

The teacher explains the rules of the game clearly so that members of the group can lead the activity. Members get an opportunity to come to the front and give the “Simon Says” instructions.

Some examples: Simon says touch the grass, Simon says point to the sky, Simon says show me a yellow flower, Simon says sit on a bench, etc.

The idea behind this activity is to allow migrant families to engage in physical activity as well as to follow instructions.

4. CRAFT ACTIVITY. DURATION (15 MIN)

The teacher suggests migrant families to choose from a list of craft activities that can be done depending on the time of year.

The necessary resource materials should be prepared in advance of the session. Include also a simple handout with instructions and pictures of the finished product you wish to make.

Proposed craft activity: ask migrant families to make a simple greeting card and to decorate it with items from the natural environment.

- They will need card, scissors, glue, cotton wool, water, marker pens, string, sticky tape and the gathered objects.
- Get families to work together with parents leading the activities, and facilitate the process by giving instructions and help where necessary
- Fold a sheet of card in half, and using fresh flowers or leaves create your own design on the front of the card.
- If using fresh flowers, wet a piece of cotton wool and wrap around the stems then seal with sticky tape before sticking to the card with glue.

- Ask migrant families to write a short message to a friend or family member inside the card

The idea behind this activity is to allow migrant families to give and follow instructions and to reinforce vocabulary.

5. PLENARY AND ASSESSMENT. DURATION (10 MIN)

The teacher takes the group back to the venue to recap the session:

- Asks the group what activity they have enjoyed most during the day.
- Guide migrant families to recap the words they remember learning during the session.
- Migrant families could be also asked to write these learned words on the board.

Level of interaction, vocabulary and pronunciation should be assessed with the assessment tool provided.

LU.6.



Self-evaluation and professional development for MiFamily trainers

Aim: Provide teachers and educators with the knowledge and tools required to engage in self-evaluation and in meaningful personal and professional development. This will include the development of knowledge and skills required to honestly evaluate their own attributes and practices, to enhance and develop their knowledge of teaching and learning approaches and abilities, to develop an awareness of quality assurance and enhancement and to identify, reflect on, plan and engage in professional development activities.

LU.6.

Practical Activity - Self-Evaluation of your teaching practice

Duration

This activity should take approximately 2-4 hours, depending on how comprehensive you want to be. It is possible to evaluate yourself against both the Framework for Teaching Evaluation Instrument and the Marzano Causal Teacher Evaluation Model, but you may also want to select just one to evaluate yourself against. Similarly, you may not wish to evaluate your findings against the 4 Principles for Inclusive Teacher Evaluation, but it is recommended to do so, as this is a key element for ensuring that you can provide adequate family learning.

You may also wish to keep your evaluation “light” as opposed to “deep”, depending on your available time and findings. You may wish to perform these activities over a number of days instead of in 1 sitting. You may also wish to perform an initial evaluation and then to re-visit your findings a few days later and expand upon these.

PREVIOUS PREPARATION

There is no essential previous preparation required for this activity, but it is useful to have a print-out of the frameworks involved as a reference for performing the self-evaluation

SELF-EVALUATION

As identified in the learning unit, this process will involve self-evaluation of your teaching against one or more teaching frameworks and then evaluating the results of this against some principles for inclusive teacher evaluation.

CONTENT

STEP 1

Access either

- The Framework for Teaching Evaluation Instrument



- Or the Marzano Causal Teacher Evaluation Model



(Or you can use both.)

STEP 2

Examine all of the domains and the sub-elements under each of these domains. Honestly evaluate your teaching against each of these. Write 1-2 sentences against each, detailing very briefly what you currently do in each area and how effective you feel this part of your practice is (If using the Framework for Teaching Evaluation Instrument, also identify if your teaching falls under the rating of “Unsatisfactory”, “Basic”, “Proficient” or “Distinguished”). Do not spend any time going any deeper into each element - just focus on 1-2 sentences for the moment. If an element in the framework(s) is not relevant, do not worry about this. Simply ignore it and move onto the next element.

STEP 3

Go back over the results of your activity and identify the areas where you feel you are lacking. For each of these, write an additional 3-4 sentences identifying in what way you feel you are lacking in these areas. Also identify how you would indicate this - is it feedback you have received previously, is it something which was identified in a prior evaluation, etc.

STEP 4

Taking the results of your self-evaluation activity using either (or both of) the Framework for Teaching Evaluation Instrument or the Marzano Causal Teacher Evaluation Model, consider what you wrote down for the elements in each against the 4 Principles for Inclusive Teacher Evaluation

LU.7.



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

LU.7.

Practical Activity- ASL Sociolinguistic Workshops

Total duration: Two hours and half

Personnel required: For this workshop of only one animator is required.

Main Steps

1. WELCOME (20 MIN)

Welcome the attendees and make a round table asking to each participant to present him-self together with their main expectations for the session and eventually any pedagogical session/training they already attended.

2. EXPLANATIONS (5 MIN)

Explain to the group that the main objective of the session is to get more familiar with the secondary school and the main role they have to play as first educators. It is important that parents understand the purpose of this workshop: become more involved in their children education. It is also essential to let them know the process of the session with the learning outcomes to be achieved.

3. DISCUSSION AROUND THE FOLLOWING POINTS (1 HOUR AND A HALF)

Explain to the group that the main objective of the session is to get more familiar with the secondary school and the main role they have to play as first educators. It is important that parents understand the purpose of this workshop: become more involved in their children education. It is also essential to let them know the process of the session with the learning outcomes to be achieved.

- Identifying the report card (assessment received from the school for their children): explain there are three report cards during the year. Ask them if they know what is it? What are they for? Ask them to organise the report cards in the chronological order with a focus on the progress or main threats.
- School journal: favour one that already have been used and ask them to observe it. Ask them if they know what it is? What it is for? Can they find the telephone number of the secondary school? The schedule of their children at school? Ask specific questions on the basis of the document dispatched. For instance: is the pupil “a day pupil” who eats lunch in the school canteen? By doing this, parents know where to look for and find the information.
- Documents: put all the documents previously printed from organisations they surely be in contact with such as: transport, grant paperwork, family allowance department (CAF), etc. Ask them to associate each document to the corresponding tag prepared beforehand. This exercise will allow adults to become more familiar with such documents/organisms.
- Scholar equipment: dispatch all the material on the table. Among all the material, some are required to go to school, others not. Ask parents to prepare their schoolbag children and to explain the reason why they choose or not some material.
- Homework note-book: ask if they know what this document is and what is it for? It is essential for you to explain its importance, the necessity to be well updated by their children as well as to be daily checked. Checking if their children have some homework's and did them is clearly an involvement in their schooling. In order to know how to use it, ask them questions such as: is there any homework for Monday? Thursday?
- Menu of the canteen: ask if they know what is it and where can we find it in the establishment.

4. ASKING QUESTIONS (15 MIN)

Welcome the attendees and make a round table asking to each participant to present him-self together with their main expectations for the session and eventually any pedagogical session/training they already attended.

5. EVALUATION (15 MIN)

Give parents an evaluation prepared beforehand. Before starting, go through all the questions and check is they understand of all them.

A photograph of a family standing on a grassy hill at sunset. The sun is low on the horizon, creating a warm, golden glow. The family consists of a man, a woman, and a young girl, all seen from behind. The woman has long hair that is blowing in the wind. The landscape features rolling hills and some sparse vegetation.

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.

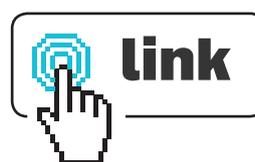
B-Learning Course

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



Follow the link to the on-line learning platform to access all available materials



Highlights from the on-line learning platform are as follows:

LU1 - Key Term - Culture

Culture is an incredibly difficult term to define. Anthropologists have been struggling for years to find a clear definition regarding the nature of the word “culture”.

For the goal of teaching interculturality and cultural sensitivity to teachers and educators who are working with migrants in a family learning context, the following definitions of culture should be taken into account:

“Culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society”

LU2 – Language: Steps aimed at language and integration support for newly arrived migrants

The following are steps aimed at newly arrived migrants designed to help provide support in integrating and acquiring additional language in a host society

- How to find community provision
- Identifying community language support workers in strategic contact points
- Providing informal learning in community settings eg. Children’s centres, community centres, libraries, places of worship etc.
- Providing formal learning in schools, colleges and community learning centre
- How to do consultations and assessments of language levels
- Recognising and celebrating the culture and diversity of the population

LU3 - Factors impacting migrant children's attainment at school

A research study based on the study of 14,000 children, found that the level of parental qualifications, social class and wellbeing have a bigger effect on their children's development than poor parenting

- The UK longitudinal study revealed that many children from disadvantaged backgrounds and from ethnic minority families were, educationally, up to a year behind their most privileged peers by age 3.
- Evidence suggests that language and literature interventions in the early years can be effective in ensuring children from disadvantaged backgrounds do not fall behind.

LU4 - What causes early school leaving?

According to research collected by the OCDE and published at PISA (Programme for International Student Assessment), early school leaving remains a across Europe:

- Early school leaving rates are strongly related to “socio-economic status, with immigration, with the situation of local labour markets and the resources available in the community to support young people in their educational development”

LU5 - Family language learning programmes

Family literacy and Family language learning programmes are very useful approaches when working with families from migrant backgrounds in additional language acquisition.

These programmes are designed to help children become successful in school while their parents develop language and literacy skills in host country language.

These type of Family language learning programmes therefore help to accomplish with a dual goal:

- On one hand, the encouragement of adults to become full partners in the educational development of their children.
- On the other hand, helping them to become literate and/or obtain the language knowledge and skills necessary for a better social integration, self-sufficiency and employment insertion

LU6 - Teacher Evaluation

Great teachers help create great students. Teaching is a hugely important activity, whether it takes place in a classroom between a teacher and student, or, like in a family learning situation, at home between a parent and a child. So like any important activity, it's important to evaluate it properly.

Good evaluation has a number of considerations to it:

- Teachers deserve good evaluation processes that accurately identify their strengths as well as areas in which they can improve:
- A lot of teacher evaluation isn't effective – not because evaluation is a bad idea, but because a lot of teacher evaluation can be done through school management and can be one-sided, brief, once-off events in which teachers are interrogated and aren't shown the criteria against which they're being evaluated.
- The key to good evaluation is honesty.
- Good evaluation is not about getting top marks, but is about honestly looking at your teaching and seeing what areas may be stronger than others.

LU7 - Setting the Framework - Why is this important for me to know?

It is important for any professional who works with migrant families to have the tools to understand the social situation of these families, and to evaluate the effectiveness of their family learning approach. By the end of this Learning Unit, you will be able to better interact with migrant parent. We will start with the explanation of the knowledge needed to meet the learning objectives, then what is expected by professionals at the end of the training, and then, in order to do this, we will look at the methodology of the training.

The MiFamily Curriculum Development & Testing Process

SUMMARY FUNCTIONAL MAP FOR FAMILY LEARNING



We used the above tool developed by the National Review on Family Learning conducted in the UK to map and highlight the process of our MiFamily curriculum development and testing process. A seminal discussion between country partners at our third transnational meeting in Romania highlighted some of the key elements, namely:

Developing the Strategy

- Partners conducted a review of family learning and impact of the education system on migrant families within each of their countries which informed the curriculum development process
- Partners identified and took responsibility for a single curriculum learning unit and developed the corresponding practical activities to develop a truly collaborative and innovative European curriculum

Planning for Learning & Curriculum Development

- Clarity on the expected learning outcomes for the migrant parents (beneficiaries) and the professionals (target groups)
- Enrichment of the body of knowledge on Family Learning
- Accommodation of specific areas: e.g. support for homework, understanding school system, extracurricular activities, assessment of language development

Engaging and Supporting

- Focus on the needs and expectations of professionals working with migrant parents
- Keeping in mind the mediation approach: integrating both migrant parents and education system (school)
- Awareness that Family Learning may be different when addressing different profiles of parents (e.g. fluent or not in the language of the host country, parental level of education or qualifications)

Teaching & Facilitating

- Insistence on the main specificities of Family Learning which enable migrant parents to better support their children at school.
- Valuing innovative training, which may differ from one delivery site to another

Evaluation

- The delivery of a dynamic and collaborative assessment process involving both educators and migrant families themselves.
- Enhancement of the European perspective: some European countries may be more advanced in this field but are eager to learn from the other countries' experience

It is important to note the engagement and supporting of the MiFamily project by schools proved challenging to many of the project partners. As stated in the introduction of this Handbook, the experience, concept and practice of Family Learning was at very different stages of knowledge and acceptance within the different countries of the partnership. Therefore, there was a wide gap between the various partnership countries with regards the extent to which Family Learning featured within adult education, informal and non-formal learning sectors. This, together with pressures of school activities towards the end of term and/or exams, impacted teachers ability to prioritise the Mi-Family pilot training, despite showing positive interest at the beginning.

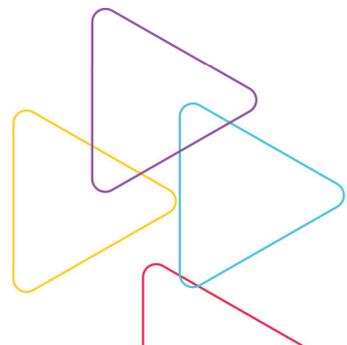


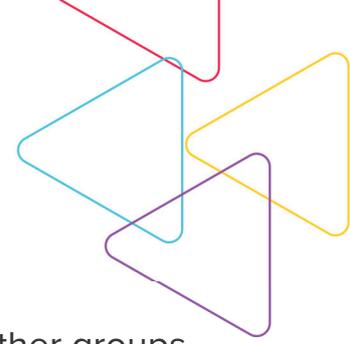
Conclusions & Recommendations to Foster Communication and Learning between Schools and Migrant Families

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 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.

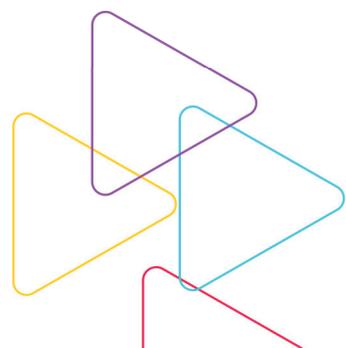
⁴ Review Of Family Learning Supporting Excellence And Equity, The Scottish Government, 2016

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



**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**

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

nrcse
National Resource Centre for
Supplementary Education

**info
def**

iriv

**labien
paga**
espacio educativo

ICAR
Foundation

aspire
Education Group

**INNOQUALITY
SYSTEMS**