Collection and analysis of innovative initiatives engaging migrant and refugee parents in school life

Result 1, Deliverable D1

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[1]STIMMULI FOR SOCIAL CHANGE

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List of abbreviations

Acronym	Description
KA2	Key Action 2
CSOs	Civil Society Organisations
ESL	Early School Leaving
GDPR	General Data Protection Regulation
NGO	Non-Governmental Organisation
ECEC	Early Childhood Education and Care
L2	Second Language
FMWs	Family Math Workshops
OSD	Open School Doors (*EU-funded project*)
PAR	Participatory action research

Summary of the Project

Parents Engage is a two-year Key Action (KA)2 Erasmus + project in the field of school education whose primary aim is to reinforce teachers' skills and to equip them with appropriate tools to foster and build productive relations with migrant and refugee families. Another objective is to enable those families to be more actively involved in their children's school life and education. As parents and teachers constitute the lynchpin for the home-school collaboration and a direct stakeholder in the support and encouragement of young learners' school achievement, their effective engagement plays a vital role in this direction.

Readers can learn more about the project by visiting its website: https://parentsengage.eu/

The core objectives of Parents Engage project are the following:

1) to capitalise on the experiential knowledge of Civil Society Organisations (or CSOs) working with migrants and refugees by researching and evaluating relevant innovative practices

2) to provide evidence-based teacher training for enabling teachers/ educators to promote parental engagement at school so as to improve the academic performance of children and avoid possible Early school leaving[1] (ESL) of refugee and migrant children students that can negatively impact their smooth inclusion and progress at school (considering the primary and secondary education level in each participating country).

3) to reach out to migrant and refugee parents, providing tailored supportive materials for increasing their engagement in their children's schooling.

Parents Engage project is implemented by a consortium of 7 European partners (public institutions and non-profit organisations) from 6 different countries (Italy, Greece, Germany, Cyprus, Netherlands, Germany, and Türkiye). It brings together partners with high expertise and extensive experience in the area of inclusive migrant education and parental involvement. In particular, the project's consortium team consists of the following partners:

1. Stichting International Parents Alliance - IPA (project's coordinator, the Netherlands)
2. Stimmuli for Social Change (Greece)
3. CESIE (Italy)
4. Buyuk Ortadogu Saglik Ve Egitim Vakfi – BOSEV (Türkiye)
5. Center for Social Innovation LTD (Cyprus)
6. Goethe-Institut E.V. – Athens Branch (Germany)
7. TUD FaCE – Technische Universität Dresden (Germany)

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[1] In brief, Early school leaving (ESL) as a concept created by the European Union, refers to "*people aged 18 to 24 who leave education and training without attaining upper secondary qualification or equivalent*".
Source: Rocha, C. Et. Al (2015). *Educational policies and early school leaving*, Educação, Sociedade & Culturas, 45. Available online: https://www.fpce.up.pt/ciie/?q=publication%2Fjournal-educa%C3%A7%C3%A3o-sociedade-culturas%2Fedition%2Feduca%C3%A7%C3%A3o-sociedade-culturas-45-0

As already stressed, the project pays attention to the enhancement of teachers' capacities to design effective responses for school–family links, by informing and strengthening refugee and migrant parents to be actively involved in their children's education. For this goal to be achieved, the project focuses on addressing the multiple needs of the following target groups:

a) **Teachers (direct beneficiary):** considering the increased flow of migrant and refugee populations since 2015 in Europe, schoolteachers are called upon to manage and adjust to multicultural environments today, by improving the inclusion and education of disadvantaged migrant and refugee students. As such, the school staff around Europe needs to respond effectively to these challenges and be trained in multiculturism on how to support these students and their parents. The project emphasizes the provision of consolidated tools and training material for teacher staff, effectively improving their professional development.

b) **Parents (direct beneficiary):** migrant and refugee parents' participation in school life can be hindered by multiple barriers and challenges within education and society. Often, there is less engagement by them in their children's educational life while many migrant students lag in educational achievements. Strengthening parental inclusion in local structures could enhance their involvement in their children's education. Parents Engage project highlights this potential, by leveraging the knowledge and initiatives already carried out by CSOs in collaboration with schools on parents' engagement in school education and school system.

c) **Students (indirect beneficiary):** migrant and refugee children tend to show lower academic performance compared to non-migrant children as they are usually more susceptible to dropping out of school due to various vulnerable factors both at the educational and socioeconomic levels. Thus, the project takes into consideration their needs by boosting their parents' involvement, thus contributing to a safe and more inclusive environment, and enabling their more effective school integration.

After presenting the target groups on which the project concentrates, the main outcomes that will be developed are displayed below:

- *Identification, collection, assessment, and analysis of existing innovative educational initiatives* (Result 1)
- *Development of Parents Engage Online Platform*, including interactive training materials for teachers and a small-scale pilot in school of each country (Result 2)
- *Creation of a mobile application for parents* (Result 3)
- *Digital Storytelling* (set of audio-visual material) videos with teachers and refugee and migrant parents for sharing their experience (Result 4)
- *Policy recommendations for migrant and refugee parental engagement in schools* (Result 5)

Executive summary

This deliverable is the final product of Result 1 of the Erasmus+ Parents Engage project. The report includes the results of a thorough mapping and analysis of innovative and effective practices for increasing parental engagement, collected from the participating countries of the project, as well as at EU level.

Chapter 1 presents the overall background in which the results and added value of the deliverable are positioned. It briefly discusses the increasing importance of migrant and refugee parental engagement in their children's school life after the post-2015 migration crisis and highlights the objectives of the report.

Chapter 2 continues by presenting the methodology that was followed for the identification and collection of the existing practices, as well as the basic typologies of classifying and unpacking parental engagement. As such, Chapter 2 offers theoretical tools and conceptual structures through which the collected practices are analysed and understood. Special emphasis is given to the 6-level Hoover-Dempsey & Sandler model, as the latter is selected for the analysis of the practices, in order to address some basic questions about parental engagement.

In Chapter 3, the report provides additional theoretical background regarding the basic elements and types of parental engagement as well as the essential role of teachers and educational stakeholders in migrant and refugee children's schooling. It discusses the benefits of such practices, and it also delves into the complex term of "hard-to-reach" parents.

Chapter 4 focuses on the presentation and analysis of the most innovative practices. The practices are organised and presented at country level. For each practice, the Hoover-Dempsey & Sandler model is deployed in order to break down its basic components. Moreover, for each country, an overview of main trends and characteristics of most innovative practices serves is provided.

Chapter 5 concludes the document by discussing the main findings of the analysis. The practices are put in a comparative context, so the reader can understand similarities and cleavages between the participating countries. The core conclusions include: (i) that a one-size-fits-all solution is not a sustainable solution and that national specificities do matter; (ii) that factors such as the cultural environment, the role of state authorities and the degree of maturity of civil society co-defined which parental engagement methods are the optimal for a given context; and (iii) that the scale of implementation of a practice (e.g., local or regional) is critical for its success.

Afterward, the bibliography is provided and the template that was used in the data collection process is made available in the Annex section.

Chapter 1: Introduction

Overall context and positioning in the state of the art

This report is an integral part of Result 1 which focuses on mapping and analysing innovative and effective practices for increasing parental engagement, by building upon existing bottom-up initiatives that have been initiated and run by CSOs, as a response to the post-2015 migration crisis.

Particularly, in many countries (including the project's participating ones), CSOs are increasingly being established as key partners in educational delivery given their close connection with migrant and refugee communities and their capacity to design educational programmes tailored to the needs of migrant and refugee students and those of their families. In addition, they are viewed as cultural mediators and as a direct communication channel in the relationship between teachers (of formal education) and 'hard-to-reach' refugee and migrant parents. Through their staff (cultural mediators, mentors, youth workers, peer coaches, and school psychologists), they often manage to reach out to those parents and 'bridge the gap' between them and schools within their challenging journey to be better integrated into education and society.

Apart from the research and collection of CSO-led practices, the mapping process involved at some point a number of school-led and state initiatives and practices in some countries (mainly in Cyprus, Türkiye, and Germany), investigating the positive impact of public institutions on fostering refugee and/or migrant parental engagement in schools. Further details about the approach through which this mapping was carried out are presented in Chapter 2 about the methodological steps for the identification of innovative practices.

The report also contributes to the state of the art by showcasing the different types and characteristics of identified practices, highlighting at the same time the classification that was structured and the selection criteria that were used for their assessment as 'good' practices. The added value generated through this report is that the collected and assessed innovative practices will be presented as case studies and open-source material on the project's online platform (under R2), operating as a knowledge hub for the topic of parental engagement and supporting the continuous exchange of knowledge and experience among different stakeholders in this area, both from formal and non-formal educational settings.

Therefore, this report is first and foremost a foundational step to further inform researchers, teachers, and relevant practitioners to be more aware of effective case studies that are usually not available in most school contexts. Finally, the report offers a solid basis upon which the teacher training materials will be developed under the next result (R2) of the project.

Chapter 2: Methodology for mapping and evaluation of practices

Methodological steps of mapping process

This section emphasises the methodology that was chosen and applied for the identification, collection, and evaluation of foreseen innovative practices. To begin with, each one of the six participating countries of the project was committed to searching for in total at least 30 educational innovative practices, with a primary focus on identifying good initiatives mainly developed by CSOs[2] that facilitate the engagement of migrant and refugee parents in their children's education within their countries[3], without overlooking the essential role of schools as additionally important stakeholder and provider of educational support and effective engagement actions.

For the mapping process to be implemented successfully, two main qualitative research methods were deployed:

1. **Extensive literature review** on practices related to refugee and migrant parental engagement (through reports, CSOs' websites, etc.) in each partner's country
2. **Short semi-structured interviews** (either face to face or virtual) with relevant CSO representatives who implement the identified activity/ initiative.

Concerning the latter method, the consortium agreed on keeping the interview as an optional method that was leveraged mainly as a means to elicit further useful information for some aspects and features of a practice (e.g., regarding the impact, the duration, or the applied methods for the implementation of practice) that could not be identified and clarified during the online research process.

Stimmuli for Social Change is the responsible partner for R1 report and for coordinating the whole mapping and assessment process of collected practices, with the valuable contribution of all partners. Each organisation (including Stimmuli) gathered all required information in a well-structured template that was created and shared with all partners before starting with the mapping process. This template is presented in Annex.

Regarding the final number of practices that were finally collected by partners, they account for 32 in total. In particular, the majority of practices are established as CSO-led initiatives, while a part of them are school-led/ public practices and other practices are international collaborations that are run as EU-funded projects, as Table 1 presents:

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[2] CSOs include many types of organisations such as community-based organisations, charities, NGOs, non-profit organisations, activist groups, think tanks, volunteering organisations, social movements, etc.
[3] The project's coordinator took over the role of identifying and collecting practices that are implemented at the European level and in countries outside the consortium.

Table 1: Number of identified practices and interviews per country

Country	Responsible partner	Number of captured / reached practices	Conducted interviews
Greece	Stimmuli for Social Change	5 (4 CSO-led and 1 from public actor)	2 for 2 different CSO-led practices
Italy	CESIE	5 (all CSO-led)	
Cyprus	CSI	5 (2 collaborative projects between CSOs and public schools, and 3 CSO-led projects)	2 for 2 different CSO-led practices
Germany	Goethe Institute – Athens Branch	5 (4 CSO-led and 1 state-led)	3 for 3 different CSO-led practices
Türkiye	BUYUK ORTADOGU SAGLIK VE EGITIM VAKFI	8 (4 CSO-led, 1 from private sector, 1 from public sector, 1 as collaborative project between National Directorates and CSOs and 1 from public actor)	
European level	IPA	6 (all EU-funded projects)	
Total collected practices:		**34**	

With regard to the collection of primary data, 6 interviews for 6 different practices were carried out in total (2 in Greece, 1 in Cyprus, and 3 in Germany). For these partner organisations that proceeded with direct consultations with CSO stakeholders a specific consent form was developed and shared in advance, in compliance with the General Data Protection Regulation (GDPR) regulation, for ensuring that the partner can receive officially the consent and approval of the targeted CSO interviewee in case of a requested recording process during the interview process with the responsible person of the identified practice/ initiative.

Typology for the identification and classification of practices

In order for all partners to follow a common line during the mapping process, a separate guide was developed, including a variety of existing typologies and models related to parents' involvement. According to information from an extensive literature review conducted by

Stimmuli and to some resources already uploaded in Basecamp[4] by some partners and the coordinator, a combination of resources related to categories of parental engagement structured the selection criteria that were used for identifying and classifying the captured practices by all countries. In particular, the collection of practices was based on the following patterns/ type:

a) **Epstein's Six Types of Parental Involvement**[5] :

i) *PARENTING***:** Help all families establish home environments to support children as students
ii) *COMMUNICATING***:** Design effective forms of school-to-home and home-to-school communications about school programs and children's progress
iii) *VOLUNTEERING* and attending events: recruit and organize parent help and support, improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations.
iv) *LEARNING AT HOME***:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning
v) *DECISION MAKING***:** Include parents in school decisions, developing parent leaders and representatives.
vi) *COLLABORATING WITH COMMUNITY***:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

The Epstein's classification (2002) of parental engagement practices has been widely used in establishing a typography for parental involvement within school and has been quoted also in various reports and projects related to our project's focus area[6]. Epstein goes beyond the notion of involvement or engagement in a child's learning, but rather introduces the notion of partnership schools that are founded on a mutual, balanced appreciation of home and school that has a major impact on establishing participatory leadership structures[7].

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[4] Basecamp: the main common space of all project's partners

[5] Zaidi, R. et. al (2021). Behind Successful Refugee Parental Engagement: The Barriers and Challenges. p. 913. Retrieved from: https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4537/3063   and California Parent Center. (2022). Parent Involvement. Retrieved from: https://newscenter.sdsu.edu/education/parent/involve.aspx ,

[6] Asociaţia Centrul de Cercetare şi Formare a Universităţii de Nord Baia Mare – CCF. School Parent Involvementto Increase Student Achievement. Under IO1 (Evidence review on Mentoring models to engage disadvantaged parents in their children´s schooling) of Parent'r'us project. Retrieved from: http://www.parentrus.eu/uploads/8/0/6/2/80629992/parentsrus- evidence review formatted - io1.pdf

[7] Parent'r'us project. IO1 - Evidence review on Mentoring models to engage disadvantaged parents in their children´s schooling.

b) **Roles of parents**[8]:

A second way to report the role of refugee or migrant parents in their children's schooling within a practice's implementation is to understand the nature of the role they adopt. There is a variety of different roles that a parent may take over, as Figure 1 showcases:
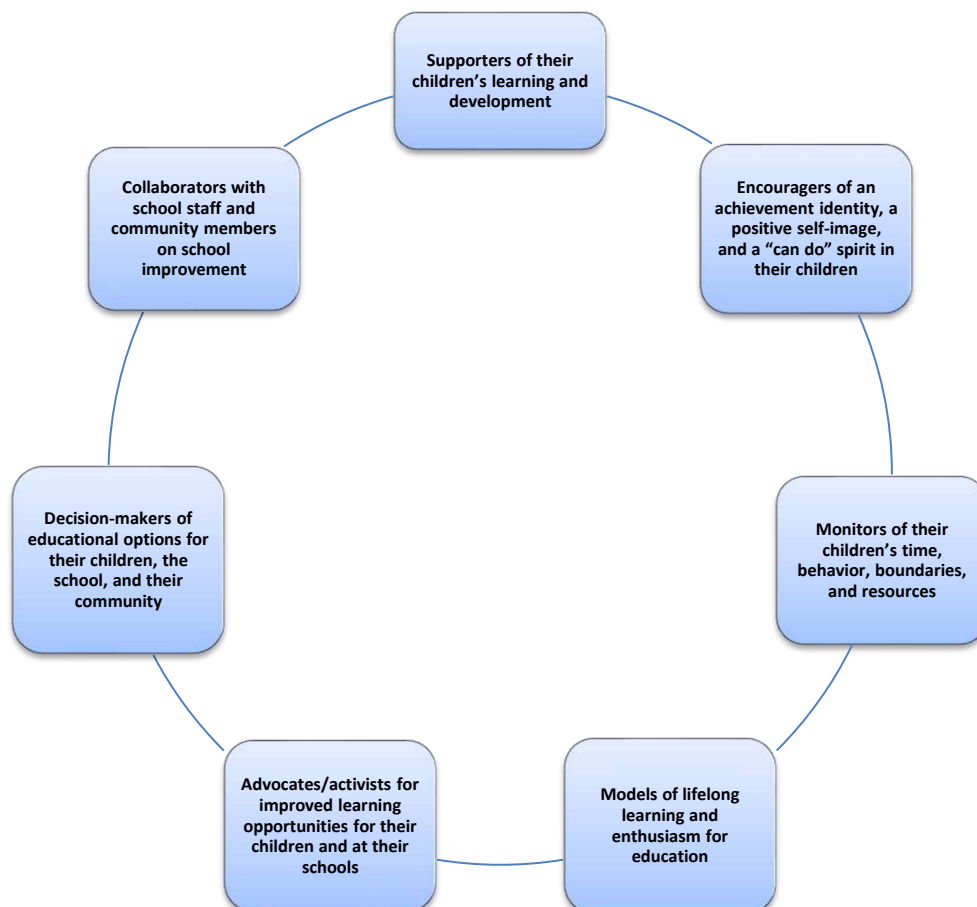

Figure 1: Parental roles in children education

The aforementioned roles were specified in the tailored guide for R1 as well as in the template of captured practices. The majority of practices include either only one role or more, while some identified practices (specifically 6 out of 32 collected ones) encourage all roles.

c) **Ladder of parent participation**

The third source of inspiration to enrich the typology of selection criteria that were used for capturing good practices is the 'ladder of parent participation', based on Arnstein's model (1969) and developed by Salamon, according to which parental engagement is related to all

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[8] SEDL. (2013). Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships. p.13. https://www2.ed.gov/documents/family-community/partners-education.pdf

levels beyond level 4 (*Assigned but informed*); however, the core parental engagement activities should generally aim for level 6, 7 and 8, according to Figure 2:

Figure 2: Ladder of parent participation

Some of the above-displayed types of parental engagement/participation are related to some styles of Epstein's model or categories of parents' roles. Overlapping in some collected practices did not create problems as some partners combined common elements from different available methods and models to have a more comprehensive description in the practice's reporting. The types and different roles that were used for identifying all captured practices have facilitated the process of their classification and assessment, considering both literature review findings and partners' expertise in this field. As general trends, the most famous types of parental engagement/involvement that were observed in the majority of collected practices are the following:

1. **Parenting**: reported in **16** (out of 32) practices
2. **Communicating**: reported in **20** (out of 32) practices
3. **Collaborating with the community**: reported in **15** (out of 32) practices
4. **Learning at home**: reported in **12** (out of 32) practices

In addition to the above-distinguished types, the roles that are mostly observed in parents' engagement relate to the provision of **support, encouragement, monitoring,** and **advocacy** for improving their children's learning opportunities as also their academic and social development and behavior in the school process. With regard to the ladder of parent participation, the levels that were given more emphasis from the list of collected practices are related more to levels **5, 6,** and **7**, with a particular focus on level 6 which focuses on initiatives that encourage shared responsibility and decision between teachers and parents.

Apart from the previous types of practices, a set of additional quality criteria were also utilised for further evaluating the quality of identified practices and settling on the most innovative initiatives. These evaluation criteria focus on the following dimensions:

- **Direct relevance with the project' s aim**
- **Effectiveness** in terms of supporting in a more creative way students' academic achievement and learning outcomes
- **Innovation** (with regard to the deployed format, needed resources and methods used)
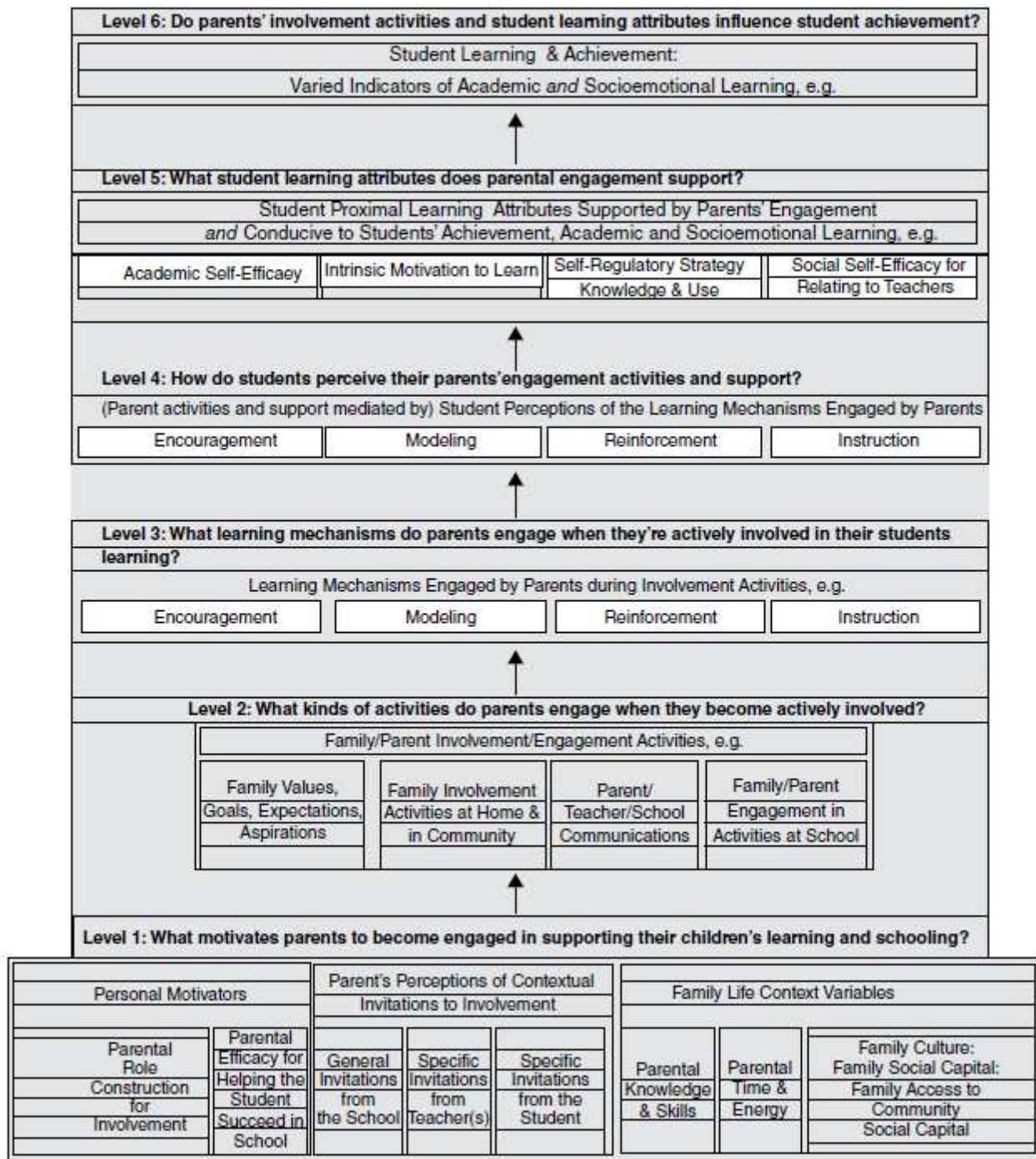- **Good and tangible impact** (either at qualitative or quantitative level)

Level 6: Do parents' involvement activities and student learning attributes influence student achievement?			
Student Learning & Achievement:			
Varied Indicators of Academic *and* Socioemotional Learning, e.g.			

Level 5: What student learning attributes does parental engagement support?			
Student Proximal Learning Attributes Supported by Parents' Engagement *and* Conducive to Students' Achievement, Academic and Socioemotional Learning, e.g.			
Academic Self-Efficacy	Intrinsic Motivation to Learn	Self-Regulatory Strategy Knowledge & Use	Social Self-Efficacy for Relating to Teachers

Level 4: How do students perceive their parents' engagement activities and support?			
(Parent activities and support mediated by) Student Perceptions of the Learning Mechanisms Engaged by Parents			
Encouragement	Modeling	Reinforcement	Instruction

Level 3: What learning mechanisms do parents engage when they're actively involved in their students learning?			
Learning Mechanisms Engaged by Parents during Involvement Activities, e.g.			
Encouragement	Modeling	Reinforcement	Instruction

Level 2: What kinds of activities do parents engage when they become actively involved?			
Family/Parent Involvement/Engagement Activities, e.g.			
Family Values, Goals, Expectations, Aspirations	Family Involvement Activities at Home & in Community	Parent/ Teacher/School Communications	Family/Parent Engagement in Activities at School

Level 1: What motivates parents to become engaged in supporting their children's learning and schooling?							
Personal Motivators		Parent's Perceptions of Contextual Invitations to Involvement			Family Life Context Variables		
Parental Role Construction for Involvement	Parental Efficacy for Helping the Student Succeed in School	General Invitations from the School	Specific Invitations from Teacher(s)	Specific Invitations from the Student	Parental Knowledge & Skills	Parental Time & Energy	Family Culture: Family Social Capital: Family Access to Community Social Capital

Figure 3: Hoover-Dempsey & Sandler model of parental involvement

Last but not least important, another model that was taken into consideration for the assessment of practices is the '**6-level Hoover-Dempsey & Sandler model'[9]** (Figure 3 – previous page) of the parental involvement process, addressing three essential questions:

1. *Why do (and don't) families become involved?*
2. *What do families do when they are involved?*
3. *How does family involvement make a positive difference in student outcomes?*

This model approaches family involvement and engagement as a process that begins with families' decision-making and degree of motivation to be involved in their children' schooling. The model culminates with the indicators that influence most the students' achievements, both at academic and at socio-emotional level. An important dimension in this model regards the parents' activation to support children's learning. This activation can be classified into one or more of the following categories:

Involvement through **encouragement**	Involvement through **modelling**
Involvement through **reinforcement**	Involvement through **instruction**
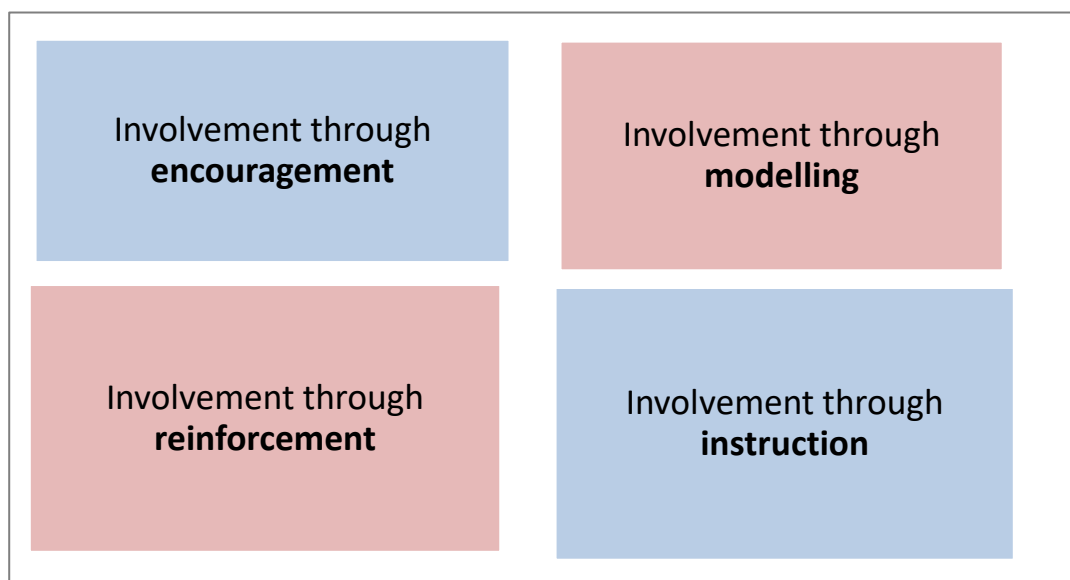
Figure 4: Classification of parental support to children learning by Hoover-Dempsey and Sandler

These mechanisms explain how those involvement behaviors may contribute to children's outcomes. In essence, Level 3 of the previous model identifies what families are **actually** doing when they participate in their child's learning process.

Moreover, children's academic self-efficacy is about how they think they will perform on a particular task, positively or negatively. On the other hand, children's social self-efficacy represents their beliefs about their ability to develop a strong relationship with their educators. Families play an essential role in helping their children as young learners cultivate positive relationships with their teachers, by modeling appropriate interactions with school personnel.

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[9] Whitaker, M. (2018). The Hoover-Dempsey and Sandler Model of the Parent Involvement Process. Section IV. Engagement and Leadership.

To sum up, the Hoover-Dempsey and Sandler model of the parent involvement process enhances our understanding of family involvement by underlining how parents' involvement efforts may contribute to the development and maintenance of key academic performance and behaviors. In simple words, the model represents family engagement as a **multi-stage** process that begins with families' motivations for involvement and ends with students' academic and socio-emotional development.

Chapter 3: Theoretical background of parental engagement process

Understanding parents' activation through involvement and engagement

School-family cooperation is considered to play an essential role in the case of immigrant parents, despite a variety of difficulties that may manifest between them and school staff. During the last years, the significance and encouragement of this cooperation has been widely acknowledged and now is more necessary than ever for their smooth integration in society. Parents are conceived as the primary educators of their children, while their involvement in their children's education contributes to a big extent to the development of children's social-emotional skills, as well as to their school success. Research evidence proves that parental involvement results in better outcomes for young people. This makes it imperative to involve parents in schooling and this approach has gained widespread political traction in many European countries.

The definition of parental involvement/engagement in schooling, the kind of interactions and methods most likely to benefit children as also the role and responsibility of agents– especially that of parents, teachers, and school heads – remain somewhat controversial. Politicians, researchers, schools, teachers, and parents' groups have failed to settle on shared definitions or priorities, something that has led to a confusion at conceptual level. Although often presented as a "unified concept", parental involvement/engagement has a range of interpretations, which are variously acceptable or unacceptable by different components.

The difference between the process of involving and the process of engaging parents is displayed in the table below, in terms of persons involved, the focus area, the responsibility, the way and communication type through which the different actors interact with each other:

Table 2: Differences between parental involvement and parental engagement

Involvement	Engagement
Who	
Parents	Parents and children + family and community
Responsibility	
School with teaching in center	School, parents, learner with learning in center
How	
School initiative, formal meetings	Flexibility of form and timing
Communication	
One-way school to home	Two-way (with use of technology)

In this report, the above displayed difference between parental involvement and engagement is also underlined. It is given a bit more attention on the role of parental engagement as a truly

participatory way of helping parents being actively involved, by working on a shared goal with educators in the learning process.

The benefits and types of parental engagement with schooling

In developed countries, the role which parents are expected to play in their children's schooling has changed significantly over the past 20-30 years. Parents are now pressured to be more engaged, acting as '…*quasi-consumer and chooser in educational 'marketplaces'* or '*monitor and guarantor of their children's engagement with schooling*'.[10]

Additionally, it is worth mentioning that the cooperation between school and family is strongly recognized to progressively reinforce a collaborative atmosphere, by driving parents, pupils, and teachers to a better understanding of the school's target and aspiration, both as educational and social community. In particular, according to Epstein (2002), if parents are well-informed and aware of what exactly is happening at school, if they are encouraging and if they are involved in the life of their child, pupils tend to have more positive attitudes toward education, higher ambitions, and a better performance.[11]

With regard to the types of parental engagement/ involvement, Epstein's classification of practices in 2002 that has already been displayed in Chapter 2 has been widely used in establishing a typography for parental involvement within school. Although this typology was considered as the starting point, some years later Goodall and Montgomery initiated a more refined approach that moves interest away from parents' interactions with school generally towards a more specific focus on children's learning. They make a key distinction between involvement and engagement suggesting that the latter invokes a "*feeling of ownership of that activity which is greater than is present with simple involvement*", by suggesting a continuum that moves from parental involvement with schooling to parental engagement with children's learning.[12] This approach includes the recognition that learning is not confined to school and the importance of supporting the learning of children inside and outside school. This approach can be particularly important in the case of parents (and of course children) from ethnic minorities, with low levels of education (and bad experiences with their own schooling) or those facing economic difficulty who, as shown by research, are more likely to consider their involvement in school difficult but who nevertheless have strong commitments to their children's learning.[13] This is a key issue to consider during the design process of tools to boost the engagement of families with a migrant background in Parents Engage project.

[10] Selwyn, N., Banaji, S., Hadjithoma-Garstka, C. and Clark, W. (2011), Providing a platform for parents? Exploring the nature of parental engagement with school Learning Platforms. Journal of Computer Assisted Learning, 27: 314-323. https://doi.org/10.1111/j.1365-2729.2011.00428.x

[11] Xanthacou, Y. (2012). The Role of Parental Involvement in Classroom Life in Greek Primary and Secondary Education. 2013. Vol.4, No.2, 118-123. Published Online in February 2013 in SciRes. https://www.scirp.org/journal/paperinformation.aspx?paperid=27952

[12] Goodall, J., Montgomery, C. (2014). Parental involvement to parental engagement: a continuum, Educational Review, 66:4, 399-410.

[13] Ibid.

Furthermore, Goodall impresses the importance of a paradigm towards a partnership that is based on the following principles formulated on the basis of reimagining Freire's *'banking model of education'* for the 21st century's reality, in which the different stakeholders act as follows[14]:

- School staff and parents participate in supporting the child's learning
- School staff and parents value the knowledge that brings to the partnership.
- School staff and parents engage in dialogue around and with the learning of the child
- School staff and parents act in partnership to support the learning of the child and each other
- School staff and parents respect the legitimate authority of each other's roles and contributions to supporting learning

Based on Goodall´s model and other authors who focus on a participatory parental engagement model, Salamon created the visual model on the basic principles of an effective family-school partnership (Figure 5):
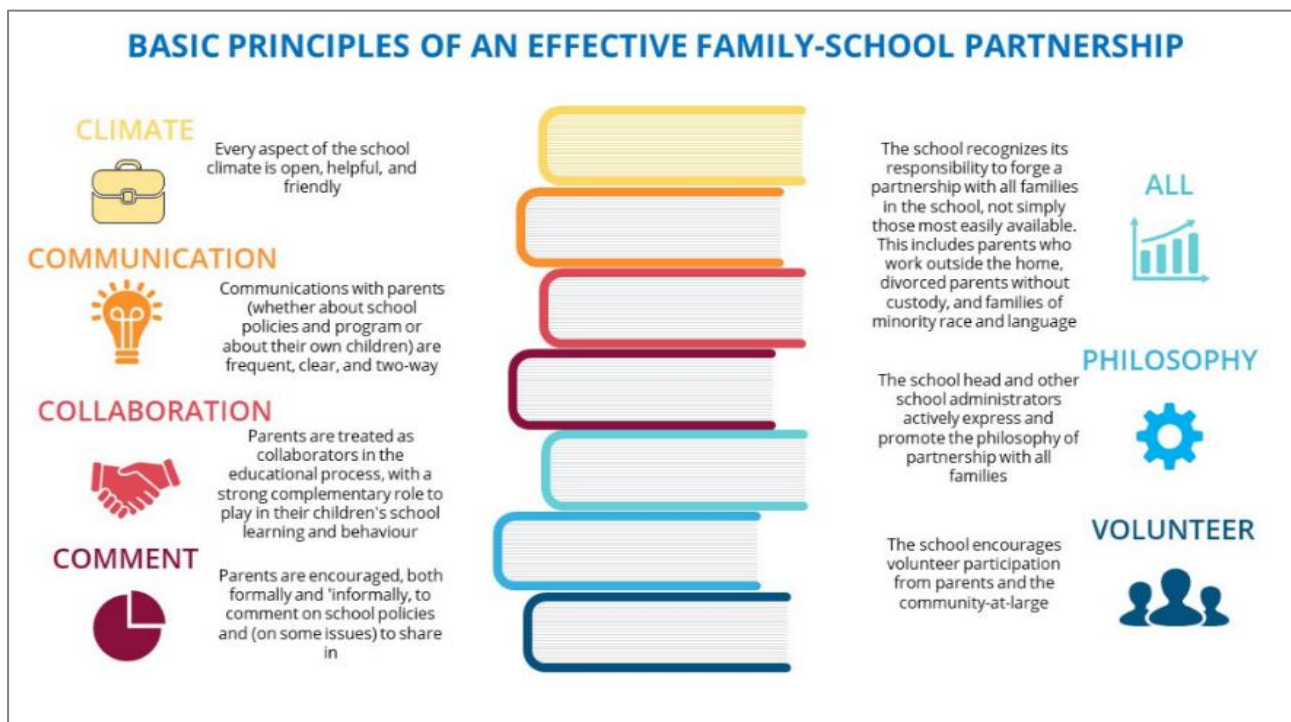
Figure 5: Basic Principles of an Effective Family-School Partnership

All the previous models and schemes acknowledge the complex, dynamic nature of relationships between parents, school and children's learning and open meaningful opportunities for dialogue and re-negotiation of roles and responsibilities they may not go beyond questioning traditional paradigms of home-school relations. What is observed by the

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[14] Goodall, J. (2017) Narrowing the achievement gap: Parental engagement with children's learning, Routledge, London, and New York & Goodall J. (2017) Learning-centred parental engagement: Freire reimagined, Educational Review.

research process is that the process of re-imagining home-school relations needs to be based on reflection on the purpose of learning and go beyond the immediate and often narrow priorities of schools, based on testing and other policy accountabilities.[15]

The role of teachers in boosting parental engagement

According to Goodall (2018), teachers have their own primary role in boosting parents' motivation and activating their real engagement in school, through the following steps:

1. The school staff usually needs to take the first step towards parents, in order to successfully engage them.
2. Teachers need to assure parents, that they are on the same side, both wanting the best for the child.
3. Teachers should avoid judging and labeling parents and be ready to understand the full picture. Every parent (and teacher) is different, everybody has different skills and strength. When parents are handled as partners, not problems, their skills can be utilized and exploited for the benefit of the learning of the child.
4. Teachers have to realize, that most of the parents are already doing a lot to help the learning their child, these activities need to be recognized, praised and built on. Assuring parents that their efforts have a serious effect on the child´s development can be a great encouragement and motivation for them to do more.
5. Teachers and the school staff have to be easily accessible and available for conversations, questions. Teachers should use a language, that is understandable for each parent, jargon can be frightening, and it undermines the partner relationship.
6. Teachers should encourage a whole school approach; it helps when everybody is going to the same direction.[16]

Working with 'hard-to-reach' parents

The term 'hard-to-reach' has often been used to 'label' and characterise parents who are often on the fringes of school, or even society as a whole. Most times, they are socially excluded and need to be 'brought in' and re-engaged as stakeholders.[17] Although this definition has been discussed in recent literature, it remains an enduring concept in policy discourses in Europe and may have particular implications for the target group of parents in the context of Parents Engage. Campbell (2011) defines '*hard to reach*' parents as those who "*have very low levels of engagement with school; do not attend school meetings nor respond to communications; exhibit high levels of inertia in overcoming perceived barriers to participation*".[18] The term is often used

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[15] Parent'r'us project. IO1 - Evidence review on Mentoring models to engage disadvantaged parents in their children´s schooling.
[16] L.Ritok, N. (2017) 604. Aktak es gyerkek, A nyomor szele. Retrieved from: https://nyomorszeleblog.hvg.hu/2017/11/18/604-aktak-es-gyerekek/
[17] Crozier, G., & Davies, J. (2007). Hard to reach parents or hard to reach schools? A discussion of home-school relations, with particular reference to Bangladeshi and Pakistani parents. British Education Research Journal , 33 (3), 295-313.
[18] Campbell, C. (2011) How to involve hard-to-reach parents: encouraging meaningful parental involvement with schools National College for School Leadership: London

to refer to parents who fail to reproduce the attitudes, values, and behaviours of a 'white middle class' norm, as described by Desforges. This white middle class norm, according to Crozier and Davies (2007), underpins consciously or unconsciously, school expectations. Essentially, the definition is used pejoratively to describe the deficit characteristic of 'non-responsiveness' which is explicitly linked to economic status, class, and ethnicity, serving to stigmatise 'other' particular groups of parents.

From their own research, Goodall and Montgomery have paid attention to the situation of parents who are often labelled as '*hard-to-reach*' because schools may not yet have facilitated an appropriate or effective way of building relationships with them.[19] The same authors have also demanded that emphasis is also given on the way that social and cultural issues shape the relationship between different groups of parents with schooling. Citing Reay's (2000) work, Harris and Goodall (2008) draw attention to the way that middle class parents tend to increase their positional ambition to ensure that they maintain a relative advantage as the educational aspirations of the lower classes rise. This, they argue, ensures that barriers continue to be manufactured, as others, for example access to education, are broken down.

Another significant insight identified from online research is that for some parents (often those characterised as 'hard-to-reach'), schools – especially at secondary level – may be experienced as a "closed system", as hostile or disorientating. One possible justification about this situation is that it occurs due to the parent's own experiences of school or to wider structural relations that they may make them feel alienated in relation to the 'authority of school'.[20]

Considering all the above observations and statements, it is important to stress that as the school and teachers are the professional educators and although the responsibility of the children´s education lays usually with their parents, the schools need to make the first steps reaching out to them. The NGO sector has developed many successful practices on how schools can improve their strategies to engage parents with a migrant background more smoothly and productively in the school life of their children. As such, throughout the Parents Engage project, it is foreseen to draw inspiration from these projects or innovative practices so as to go a step further to what is offered and produce new material both for teachers and for migrant or refugee parents.

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/340369/how-to-involve-hard-to-reach-parents-full-report.pdf

[19] Goodall, J., Montgomery, C. (2014). Parental involvement to parental engagement: a continuum, Educational Review.

[20] Harris, A. & Goodall, J. 2007. Engaging Parents in Raising Achievement. Do Parents Know They Matter? University of Warwick. Retrieved from: http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RW004.pdf

Chapter 4: Confined list of most innovative practices

Description of selected practices

From the total number of 34 practices that were initially identified by the mapping process, 27 in total were distinguished as the most innovative ones and are suggested to be included inside project's platform. For the analysis of the practices, the Hoover-Dempsey's model was applied, in order to address the 3 basic questions that the model covers (see Section about Typologies). Second, a summary about the identified trends within each country is presented, based on Epstein's types on parental involvement. Before moving to the analysis of selected practices it should be clarified that the main objective of assessing and confining the identified practice is to facilitate the next Result's smooth implementation where the most innovative practices will be presented in the form of **good case studies** inside project's platform. The final aspiration is to achieve the familiarisation of both teachers and refugee and migrant parents with effective paradigms that can enable them to be being inspired and contribute more productively and collaboratively to migrant and refugee students' academic success.

Greece

1) General trends:

In Greece, the practices that made a difference and stood out as the most effective actions focus mainly on the strengthening of parent-teacher/school communication and on activities relevant to **parenting and communication** skills. Based on the Hoover-Dempsey's model of parent involvement process, refugee, and migrant parents' attempt to support students' learning are enabled by learning mechanisms such as reinforcement. Students are helped not only with respect to their academic self-efficacy but also regarding their social and emotional development, leading to improved confidence through parents' encouragement who act as learners and supporters of educational process.

2) Confined list of selected good practices:

Name of selected practice	Strongest assets (in accordance with the assessment criteria)
1. **The Learning for Integration Project** **Source here**	It is about an ongoing CSO-led practice, implemented by the organisation ELIX mainly at refugee camps at the region of Attica and Korinthos and in organisation's learning centers. It is addressed both to refugee and immigrant children (aged from 3 to 17) and to their parents for boosting their involvement into their schooling process. **Why refugee/ migrant parents become involved?** One of the initiative's top priorities is to respond to the day-to-day educational needs of students and to the familiarisation of their

	parents with the Greek educational system so as to be more engaged with the children' schooling. Parents actively participate as motivators/ encouragers to the enrollment and learning process of foreign students in the host country.
	What they do during their engagement:
	 • Receive psychological support and counselling for enrolment and the curriculum (with free audio-visual material in their language) • Participate in parental groups where they are updated for the enrolment process, are engaged in workshops for the daily life of their children in school, about their needs in their schooling etc. • Each parent is offered language support by a translator/ interpreter who acts as mediator between them and teachers of formal education. • Receive support during Covid-19 restriction and quarantine period in order to have access to the digital learning database, due to lack of digital literacy or difficulty to follow some guidelines for adapting to the digital courses.
	How does family involvement make a positive difference in student outcomes?
	All participating refugee and migrant parents have managed to adopt a more energetic role for their children' school life. Through psychological support and counselling services, they encourage their children' academic literacy and socio-emotional development.
	As around 50 and 70 % of parents are willing and truly engaged with most activities, stronger communication bridges with the educators are created (via informal meetings or ad-hoc educational visits of some teachers in some refugee camps).
	The initiative's impact by now is one of its strongest features as good practice. Since the beginning of the project in 2016, approximately 4 080 minors and 614 parents from more than 34 different countries, speaking more than 12 different languages, were offered more than 32 000 hours of teaching, including Greek language, English and science.
2. Step2school **Source here**	This is a non-formal educational programme aimed at minors aged (4 to 18 years old) living in temporary refugee accommodation centers and in camps addressed to unaccompanied minors mainly in Athens, Thessaloniki and in some Greek islands. **Why refugee/ migrant parents become involved?**

The programme provides remedial teaching, in the form of evening classes, with an emphasis on learning Greek, mathematics and foreign languages, creating a safe framework of integration for refugee and migrant children. Parental involvement is a means of reducing dropout rates or absenteeism and increasing students' confidence and engagement. In addition to the day-to-day parents-teacher communication, METAdrasi organises monthly parents/carers meetings. The meetings include active listening of the parents/carers, with teachers giving feedback on the students' learning progress. An atmosphere of mutual understanding, respect and trust prevails in every meeting, thus supporting strong home–school collaboration and improved educational outcome.

What they do during their engagement:

- Communicate with teachers (with the help of a cultural mediator) at monthly basis about the needs (at cognitive or psycho-social level) of their children and the challenges they experience inside classroom
- Participate at one-to-one or/and group sessions in order to develop behaviour-related treatment plans to use during school and at home, by strengthening children' in-school learning.
- Participate at bimonthly school trips to museums and cultural centre, organised by teachers, where students, parents/carers and teachers have the opportunity to learn together, enjoy themselves and get to know one another.

How does family involvement make a positive difference in student outcomes?

Parents' engagement is expressed through encouragement and reinforcement for their child's progress in school or learning-related activities in order for the whole family to cultivate a positive parent/caregiver-child relationship (apart from the children-educators good communication). Also, through parents' testimonies it is reported that their motivation and engagement in the educational process has increased their child's confidence, sense of security and community engagement. The programme's multi-faceted approach (multicultural activities, experiential learning, role playing) has proven particularly fruitful in bridging the gap and creating a vibrant parents–teachers society. Also, their communication both with the educational staff during the meetings and the other parents (usually of the same language) has led to productive dialogues and creative exchange of ideas on a regular basis.

3. Digital Creative Library THESAURUS **Source [here](#)**	The digital creative library THESAURUS was an online platform hosted by the Intercultural Center PYXIDA. It was designed to provide to refugee and migrant parents a rich collection of child and teen books, by familiarising themselves and their children with the Greek language, as an alternative way to improve the latter' learning and reading outcomes and communication at school. **Why refugee/ migrant parents become involved?** The platform aims at inspiring parents with a variety of online resources in English and Greek, rendering them as models of lifelong learning and encouragers of their children' literacy skills. **What they do during their engagement:** Parents are encouraged to enroll for exploring a variety of digital books and other material even via their digital devices (including mobiles), reserving and borrowing books from the collection of the available e-books in the catalogue, attending reading workshops and interacting with friends and other readers by posting their own book reviews, drawings or videos about the books that inspired them. **How does family involvement make a positive difference in student outcomes?** Refugee and migrant parents act as models for lifelong learning and encouragers, helping their children develop their reading skills and communication, thus acquiring more acquaintance with the Greek language. The platform included a series of inspirational and creative workshops based on child books, which can be attended by registered users and all beneficiaries of PYXIDA center. Some of the works of children that result from the workshops were posted on the online space of this digital library. This initiative enhanced the artistic creativity of parents and of their children and in parallel enabled them to improve apart from literacy skills their social skills, such as communication, active listening, respect, and empathy.

| 4. Pilot case study at the 64th Primary School of Thessaloniki and the 95th Kindergarten of Thessaloniki in the framework of AVIOR project

Source here | This was a pilot case study that was implemented with the cooperation of teachers with refugee and migrant parents (Albanian, Roma parents) as part of the European project AVIOR. The project aimed at the creation of informal collaborative networks between parents and teachers in 2 Greek schools in Thessaloniki and the final project's aspiration was to improve the basic numeracy and literacy skills of migrant children and to reduce the achievement gap between native and non-native pupils in Europe.

Why refugee/migrant parents become involved?

One of three methods that the project harnessed was the establishment of teacher/parent collaborative networks where parents and teachers were actively engaged in local case studies for testing the newly translated bilingual resources of the project in order to provide deeper insight into the barriers and opportunities of migrant parental involvement.

Although it was initially foreseen for teachers, parents, and heads of schools to collect information relevant to the central question of the research question (how AVIOR bilingual materials could be used to encourage the participation of parents of multilingual migrant/minority children background in their children's education), the material was just given to the teachers so that they could present the material themselves to parents.

What they do during their engagement:

The parents in this initiative had a role of collaborator with school staff as part of a joint effort to test the project's developed learning material. The materials were used at school by the teachers, and they were taught in Greek language. The same activities that were done in school were organised also for the parents, including some special instructions, in order to apply them with their children at home in their mother tongues (Albanian, Turkish and Farsi).

Alternative methods for the literacy skills included bilingual games in both languages, bilingual word posters, stories around the theme of inclusion and exclusion with different language activities, explanation of learning different languages using physical activities (Total Physical Response -TPR*). This kind of activities was considered to be integrated into the curriculum of the Reception Classrooms.

How does family involvement make a positive difference in student outcomes? |

	The effort to apply the case study and create new home-school communication channels between teachers and migrant parents paved the way for the establishment of local networks among parents, communities, and schools. A unique chance was offered to promote multilingualism through adequate materials, giving the chance to parents to create greater awareness of their children's learning process. Both teachers and parents indicated that the materials' piloting was a good way for the children' academic progress. Some parents admitted that their children' Greek vocabulary was enriched and the way they expressed themselves was improved. They observed a positive change in their young learners' confidence about the Greek language but also a better understanding of their mother tongues. Some children were able to "teach" their parents words and phrases in Greek, something that motivated them to improve their academic and socio- emotional skills.
	Teachers testimonies proved that the experience gave them the chance to communicate and cooperate with parents of foreign students. By discussing with them how the material would be applied at home, the Greek teachers definitely gained the trust from the parents about the work involved in acquiring both languages.

Italy

1) General trends:

Overall, collected practices for Italy represent a variety of types of refugees and migrant parental engagement, with a particular focus on more energetic mechanisms such as decision-making, advocating, communicating, and collaborating with the community. This proves the width of parents' roles that are adopted in practice, while in some practices it is observed that they act both as both supporters and monitors of their children' schooling. An interesting point in the Italian case is that in all practices parents tend to have at active role as direct beneficiary inspiring their children, not only as learning coaches or mentors but also as learners/ students themselves.

2) Confined list of selected good practices:

Name of selected practice	Strongest assets (in accordance with the assessment criteria)
	The "TOYS for Inclusion Play Hubs" is an EU-wide project, composed of 7 partner countries, coordinated by REYN Italia, an international organisation. The initiative focuses on the pre-school children level, as well as on vulnerable children with low education levels. The direct beneficiaries are children, as the workshops are designed to

1. TOYS for Inclusion Play Hubs **Source here**	help them develop the necessary skills and knowledge for formal education. Nonetheless, parental engagement is a critical ingredient in the initiative.

Why refugee/ migrant parents become involved?

Refugee parents are a primary beneficiary of the initiative, and therefore are heavily targeted in the "Parent Support Hub". The play hubs are open to all family members to visit the young children and learn about how play can support children's learning development and access information about other family services in the community. Parents mostly act as collaborators, but they also play a supportive role in the hubs. The multi-family workshops in the hubs encourage parental engagement across different families to strengthen community bonds. Within the Epstein's model, we can see that through this activity parents are taken through steps to "collaborate with the community". The workshops have the specific aim of bringing vulnerable family groups together to create a network of families that can encourage and improve community educational attainments. Therefore, mobilising parents is critical for building up the network.

What they do during their engagement:

As mentioned before, the aim is to improve the transition experience of vulnerable children, and especially those with a Roma, minority, or migrant background, to schools. It does so by creating community-based Early Childhood Education and Care (ECEC) Play Hubs, where relationships between young children and families from different backgrounds are built. They are located in areas that are reachable for all families and are designed and run by multi-sectoral teams composed by representatives of communities, school and preschool teachers, health services, parents, and local authorities.

Essentially, parents are directly engaged within the activities, acting as mentors/role models for the children, but also as participants. The Play Hubs organise frequently play-based activities in order to help children develop necessary skills and knowledge for formal education. Parents are engaged because the Hubs function as parenting support spaces, which parents and grandparents can visit with their children/grandchildren. In the hubs, engagement activities include borrowing toys and books, while learning about how play supports children's learning development. Parents also access information about other child and family-focused services and events in the local community. From a methodological perspective, the practice applies non-formal education techniques through the encouragement of playing and leverages community support network building.

	How does family involvement make a positive difference in student outcomes? The positive impact of the parental involvement is reflected on the quantitative outcomes of the initiative: between 2018 and 2019, 6400 children, 3800 adults, 600 practitioners participated in a play hub. Moreover, 30% of the children engaged in the activities came from vulnerable migrant groups, which mirrors the success of reaching out to those excluded segments of society. Overall, the practice has succeeded in providing a physical space where families can interact within the community to reinforce the educational support network to their children. The hubs encourage constantly the involvement of community members, therefore establishing good links with the target community. Future replication and scaling up are possible, but they will require a concentrated effort.
2. Le Parole a Scuola (Words at School) **Source here**	This is a nation-wide Italian project, coordinated by CSO Coordinamento Genitori Democratici Onlus. It targets schools of all size and representing a diverse range of age groups and aims to facilitate a greater and more effective range of communication strategies between parent communities and the school community. The tool chosen to achieve them is the creation of an online platform available to parents and teachers on the theme of school-family communication, focused on three key words: Dialogue, Knowledge and Participation. **Why refugee/ migrant parents become involved?** Even though children are benefitted, as their concerns carry weight with an increase in effective communication from the parents. the direct beneficiaries of the project are the parents. The reason that parents are directly involved is because parents can be a resource for greater communication between the parent community and the school space. Within Epstein's model this project is attempting primarily to increase the communication ability of parents. Therefore, though the project's toolbox and platform, effective communication can be hosted between the school and the parents. In simple terms, parents are involved exactly because they act as linkage between schools and the local communities. **What they do during their engagement:** Parents act mostly as advocates. Their involvement is achieved through the use of the project's platform. The platform is both practical and theoretical and works towards 4 main goals: (i) increasing mutual trust; (ii) improving the positive perception of the relationship between school and family; (iii) defining and implementing new communication methods; (iv) and improving the

	school-family communication processes and tools. The engagement is virtual and enables parents to communicate and share knowledge with each other to improve community-school bonding on the themes of Dialogue, Knowledge, and Participation. **How does family involvement make a positive difference in student outcomes?** The project is operational since 2019, and up until now it has facilitated the creation of a number of online platforms wherein parents and teachers can increase their communication. The online platform is already completed and is used by teachers and parents to gather information about effective communication techniques within the educational field. As the project operates online, the scaling up and spread of its initiative is considered relatively feasible. It appears that the online platform is well constructed with many useful blog posts and online tools available. So far, children are reported to have benefited from the systematic engagement of their parents, as communication levels between parents and children have increased, making children more comfortable to share their needs and concerns of their school life.
3. *Genitori E Scuola, Un Percorso Di Orientamento E Inclusione* **Source here**	It is about an inclusive activity implemented in the framework of the "Futuro Prossimo" project and coordinated by Save the Children Italia and Con i Bambini. In a nutshell, the activity is about direct parent involvement in the educational classes in Italian language. It started in 2018 at national level, and the target of the project and classes are migrant women parents that represent any aged child. **Why refugee/ migrant parents become involved?** The parents are direct beneficiaries of the activity. As such, their involvement defines the sustainability of the project. The activity s is targeted at empowering non-native parents to increase their language and communication abilities. Therefore, following Epstein's model, the parents improve not only their communication, but also their decision-making ability. Parents act mostly as collaborators, but also as monitors. **What they do during their engagement:** In the framework of the activity, language courses that focus on the sharing of information related to the functioning of the Italian school system are delivered to non-native parents. Information usually include main figures at the school, the rules of the school, the role of the teacher, the role of the parents, the school calendar, and how to read and complete school documents. Classes are held weekly, and on top of the language knowledge, the project promotes community network building to enhance the

strength of migrant parents within the school. The methodology is based on teaching Italian L2 activities, which use the social mediation method characterised by playful teaching, cooperative learning and peer work activities.

How does family involvement make a positive difference in student outcomes?

During these first three four years of the activity, more than 580 parents have been engaged with the project, with classes being hosted across Italy and involving parents of all kinds. Aside from the quantitative metrics, the testimonials from the workshops demonstrate that the parents in attendance not only find that the lessons improve their language capabilities, but that they also feel more empowered to communicate with their children's teachers.

It must be highlighted that the class is potentially replicable, but the latter requires a qualified Italian language professor. Upscaling of the activity and the dissemination of resources may greatly increase the overall impact.

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4. Formation Courses in the Pedagogy Methodology

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This activity is a formation and education seminar on the pedagogy methodology. It serves as an educational opportunity for parents to learn about a particular methodology that focusses on enhancing the skills and educational knowledge of the family. The activity is coordinated by the CSO "The Parent Pedagogy Methodology" (Metodologia Pedagogia dei Genitori), based in Italy. The activity is found in the north-eastern region of Piedmont, but it bears a nation-wise upscale potential.

Why refugee/ refugee parents become involved?

Under this activity, parents are approached and act as students to the programme. At the same time, their involvement is critical since they are considered contributors to the construction of their child's educational work plan as a consequence of being involved in the formation activity. Within the ladder of participation, we can see that this works mostly on consulting and informing parents about their role within their child's education.

As such, parents are the direct beneficiaries of the activity. They are educated in a new methodology for involving themselves more actively within their child's education. The sessions are also open to educators who wish to learn about the methodology in order to pass the knowledge onto the parents at their school.

What they do during their engagement:

The activity is implemented as a formation and education seminar on the pedagogy methodology. The methodology builds upon the

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idea that the family is an essential and irreplaceable component of education. It aims to empower parents with resources and skills that they need to be recognised by educational agencies. The workshop is intended to be a kick-off point for further involvement in the methodology. Eventually, with the assistance of the CSO in charge, the methodology proposes the educational pact for school, family, health, promoted by the local authority in which parents take an active role thanks to the recognition of their skills.

Operationally, the methodology is implemented in various stages. These phases include collection, publication, and dissemination of the narratives of the parents' educational paths. On the website the CSO provides a vast resources database with information and posters necessary to the adoption of the methodology. Throughout the process, parents act both as advocates and decision-makers.

<u>How does family involvement make a positive difference in student outcomes?</u>

The activity has been implemented for almost a decade (since 2013), and its impact showcased the value of parental engagement. First of all, under this activity, a wide range of regional and local CSOs have been actively involved in the dissemination of the methodology for many years. Moreover, the formation courses regularly attract 20+ parents continuously throughout each year.

At the same time, it must be stressed that the formation sessions and dissemination of the methodology are easily replicable thanks to the resources available online. However, it requires agents who are acquainted with the methodology to ensure proper dissemination of the knowledge.

Germany:

1) **General trends**:

With respect to the German distinguished practices, a diversity in types of parental involvement practices is once again observed. The most popular types of parental involvement are related to actions through which refugee or migrant parents try to build a suitable environment at home to support their child to succeed in school or to achieve better communication with schools and educators. Under this spectrum, it seems that they are engaged as supporters, encouragers, and collaborators of children' learning and development as also as monitors of their behavior and schooling process.

2) **Confined list of selected good practices**:

Name of selected practice	Strongest assets (in accordance with the assessment criteria)
1. *FamilY* Source [here](#)	The familY program is an ongoing CSO-led practice, implemented by Education Y in three German regions: Berlin, Düsseldorf and district of Lippe (Westphalia). It is directly designed for parents with children of pre-school age as a way to strengthen their educational skills for being able to increase in turn the educational opportunities of their children. **Why refugee/ migrant parents become involved?** The familY program considers family to be a central part of the educational system and is highlighted also by the moto of the project: "*Educate Parents. Strengthen Children*". The program wishes to support families in the transition from kindergarten to primary school and make parents competent educational companions for their children, with a special focus on parents who have had no, hardly, or bad experiences with the German education system (e.g., parents of migrant background). **What they do during their engagement:** The program paves the way for a closer collaboration between professionals and parents. Through targeted trainings, education specialists become 'familY companions' who educate parents during the transition period between day-care and primary school. Parents are involved at later stage through the program's methodology that is divided into two phases. The first phase consists of a preparatory period that provides family companions with essential skillset and tools. After the companions are provided with a qualification certification and a familY handbook (including information on educational and upbringing partnership with families, education and development in school years, etc.) they move to the 2nd phase where parent meetings are carried out, moderated by them. Parents act as **encouragers and monitors** of their children' learning process through these steps: • First, they can observe their children's learning and development path, their current interests learning habits, by reflecting on what they have learned and by exchanging ideas with familY companions. • Second, around the period of school enrollment, parents receive information on how to get involved as parents and how to support their child in making a healthy, appropriately structured transition to primary school education.

- Third, parents reflect on how they experience their child's growing desire for independence and how they can give them space, while encouraging their development.

<u>How does family involvement make a positive difference in student outcomes?</u>

Parents' engagement creates a positive educational pathway for young children. Their active role here is realised through the learning mechanism of 'encouragement" according to the Hoover and Sandler model, as they change their perception on how to support children' learning, by creating in parallel more trust and affection inside the family environment.

As per other assets of this practice, the additional training on the digital sensitization of parents as a way to use digital media in a way that is appropriate for children (through 2 modules: opportunities and dangers in everyday family life and creative use of digital media) render them as positive role models and mentors of their own children to be more cautious and skilled in turn about digital tools.

Finally, some data are more than enough to prove the program's wide impact since its launching in 2011:

- 898 family companions have been qualified at 29 locations in 72 qualifications
- 3,500 parents and families have participated in the program
- 5,400 children have benefitted from the project activities

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2. *Rucksack Schule*

(in English: Backpack School)

Sources: here (1st) **and here** (2nd)

Rucksack Schule (or Backpack School) is a state-led ongoing educational program started in 2003/2004 in Essen, North Rhine-Westphalia. It is currently being coordinated by the State Office for School Integration (LaSI) on behalf of the Ministry for Schools and Education of the State of North Rhine-Westphalia. It was designed for parents and elementary school-aged children with a migration background and focuses on the development of language and literacy skills in German and mother-tongue/first language.

Why refugee/ migrant parents become involved?

The program was developed to cover educational needs of the children and of their parents, by promoting their native language. This idea is based on the linguistic insight that solid skills in the languages of origin/family have a supportive effect on acquiring the German language, and any other foreign language.

What they do during their engagement:

Parents adopt many roles in their engagement of their children's school life: supportive, collaborative, monitoring as also encouraging. Their support and empowerment is scheduled on a weekly basis in

the education and upbringing of their children - especially in home literacy activities- by specially trained parent guides/mentors. Overall, parents through the Racksackschule project:

- get to know the curriculum in weekly meetings
- receive "Rucksack" material in German and in other languages
- get to know the German educational system
- prepare together learning materials and educational games for their children
- exchange ideas with teachers
- take excursions to extracurricular learning places
- receive suggestions for the education and personal growth of their children.

How does family involvement make a positive difference in student outcomes?

Through the program, primary school students are supported by their parents at home and at school, building a mutual safe environment with their family and school community. Also, the multilingual character of some available material gives a flexibility to parents to adapt more easily to the requirements of students' homework activities – the same also applies to some activities for continuous language learning, helping children cultivate an intrinsic motivation to learn in a more creative way.

According to older reports of the programs' evaluation and effects to the family involvement and students' academic success, the cooperation with parents with migration background has been improved, while children have become more motivated and proficient in German language. Another change has been observed on their behaviour and self-confidence, a factor that cannot be overlooked as tit si connected to their socio-emotional development. For more info about this, you can visit the following source: https://ec.europa.eu/migrant-integration/integration-practice/rucksack-primary-school_en .

3. *Stadtteilmütter* *(in English: District Mothers)* **Sources: here** (1st) **and here** (2nd)	Stadtteilmütter or "District mothers" is an ongoing CSO-led initiative, implemented by Diakoniewerk Simeon GmbH, based on a peer-to-peer approach that qualifies unemployed mothers of non-German origin with school-aged-children (up to 12-years old) on topics about upbringing, education, and health. These mothers are offered a 6-month training course, comprised of 10 different topics. As trained mothers, they next visit families in the Neukölln area for informing, supporting, and advising other foreign families in their native language. **Why refugee/ migrant parents become involved?**

The project provides women with a migrant background the opportunity to access the German labour market and receive an income. For many families the district mother's employment is their very first contact with the labour market. The program also helps them to better adapt to the German culture. Since the district mothers have a migration background themselves, they function as contact persons in the everyday life of families coming from a similar culture, facilitating in turn their access to targeted help and to connect with social services. Overall, the project benefits migrant mothers in the following aspects:

- Promotes the integration of families with migration experiences by strengthening parenting skills
- Provides concrete help and information for families in the district
- Strengthens cooperation between parents and educational institutions
- Promotes social participation and connection with local community
- Qualifies unemployed migrants

What they do during their engagement:

District mothers as practice integrates almost all roles and types of parental involvement, with a clear tendency towards a collaborative and volunteering role, close to the local community. Specifically, during the visits, trained district mothers give other parents information, materials and suggestions for early childhood support and care and refer them to specific help points in the broader district. They offer advice and support to other mothers on issues pertinent to education, child health and well-being, family life, parenting etc.

How does family involvement make a positive difference in student outcomes?

The project follows a participatory and flexible approach and builds on the parents' resources, strengths and efficacy to be well-equipped to help their child succeed in school. In addition, the visits are for free and are aimed at interested mothers/parents, regardless of denomination and nationality. As per impact, trained mothers acquire skills that enable them to fulfil better their roles as child-raisers and educators. By now, around 170 mothers are currently functioning as district mothers in Berlin. Women who participate at the project become themselves ambassadors and act as multipliers, thus creating a community of women of the same background who can help each other being integrated into society and support their children both on educational and social level. That way, mothers also act as role models for their children.

	Regarding the educational level, the program contributes positively to the school success and improves learning opportunities of children. More families of non-German origin can get familiar with the school system and the way that it works. To sum up, District Mothers help schools establish a more direct communication links between foreign parents and teachers and tackle the language barriers, positively affecting children's school performance.
4. SAfE – SAfE Stärkung Afrikanischer Eltern *(in English: Empowering African Parents)* **Source here**	SAfE is a CS0-led initiative implemented by the Network African Rural and Urban Development e.V. (NARUD). The project targets African parents in Germany and combines a very wide field of actions. Specifically, it assist parents to better understand the complexities of the school system through consultation services, it communicates directly with the authorities and official services on behalf of parents, it organises workshops for parenting and schooling for African parents in Germany. The project also acts as advocate for the parents' rights in school, and provides many other related or broader services, as described at the draft. **Why refugee/ migrant parents become involved?** The overall aim of the project is to empower parents of African origin in Germany and provide them with the necessary information and skills in order to tackle structural racism in school. SAfE project informs parents of their rights and these of their children and encourages them to be more involved and actively participate in their children's school lives. To achieve this, the project offers a wide range of services, such as consultation and information provision in multiple languages (English, French, German, Arabic and Spanish), organisation of workshops, events, and seminars. The project functions also as a multiplier by creating a nationwide parental network, interconnecting African parent associations and initiatives. This network mainly acts on an advocacy level by supporting African parents' and children's rights and mobilising other multipliers, such as teachers, social workers, politicians, etc. Finally, it provides a role model in the black communities. **What they do during their engagement:** Under the SAfE project, parents undertake a variety of roles, from supporters and encouragers, to advocates and collaborators. To strengthen parents' contribution in the everyday life of their children at school, SAfE provides the following: • Individual Consulting • Access to necessary information

- Specialised courses and workshops for parents and educators on the following topics
  - The Berlin school system: rights and duties
  - Parenting in schools: Participation possibilities
  - Anti-racism and self-empowerment
- Free online specialised video materials
- Advocacy services to influence and pressure decision makers on racism and school discrimination issues
- Direct communication with authorities on behalf of the parents
- Document translation, if needed

On top of the aforementioned activities, SAfE organizes workshops for children in Berlin, Oldenburg, and Dortmund. Their focus depends on the needs of local target groups and may vary from 3D-printing to MINT-subjects (Mathematics, Informatics, Natural Sciences, and Technology). The workshops are always conducted by external facilitators of African origin. Parents utilise all these aforementioned services, and participate in empowerment events, and seminars.

How does family involvement make a positive difference in student outcomes?

Overall, the project activities turned out sufficient in building trust between NARUD and the beneficiaries. In particular, from March 2021 until March 2022, 800 people received consultation and support services in all three locations. Additionally, two conferences took place in Berlin and Dortmund, where politicians were present and contributed to the discussions.

To maximise positive outcome, SAfE efforts were combined with the project "Globales Lernen" (global learning) – another project initiated by NARUD – to broaden scope on combating racism and stereotyping and initiate a positive change inside schools. Globales Lernen project reaches out to education professionals and schools and organises project days, project weeks, working groups, as well as training courses for educators. Topics offered cover a wide spectrum: from flight and migration to the past and present of African countries, from hip-hop, chocolate and world trade to poverty, wealth, and anti-Muslim racism. The two NARUD programmes reached 15 schools in Berlin.

5. *KEBiK - Kompetente Eltern für die Bildung ihrer Kinder* *(In English: Competent Parents for the Education of their Children)* **Source [here](#)**	KEBiK project is an ongoing CSO-led initiative, applied by Bundeselternnetzwerk der Migrantenorganisationen für Bildung & Teilhabe (or *Federal Parental Network of Migrant Organizations for Education and Participation*). The project empowers immigrant parents to support their children along their schooling process. It provides information about the German educational system in multiple languages and informs them on existing local education services. **Why refugee parents become involved?** Thanks to KEBiK project, all immigrant parents, guardians, and family members that speak German, English, Turkish, Russian or Arabic can have access to online training, advice and resources via three different strands of activities: a. a website which functions as an informational platform on issues pertinent to education b. multilingual consultation services c. support to parental initiatives in several locations across Germany. **What they do during their engagement:** Parents become more aware of the educational system of Germany and of practical activities that regard their children' educational procedure. In parallel, they practice their decision-making potential as they can participate in multilingual online counselling, being connected with more local parental actions or counseling centres. The project has facilitated greater access to simplified information in several languages, as well as free and anonymous online consulting services. **How does family involvement make a positive difference in student outcomes?** One of the strongest assets of KEBiK project is the flexible design of its online services. All included iinformation on the website is designed to be simple, consistent and coherent for people unfamiliar with the German educational system. In other words, the free access to simplified educational content in several languages, as well as the anonymous online provision of counselling motivate foreign families to find customized resources that can be useful for education of their children at all levels. Parents who are offered advice and support on educational level act as role models and encouragers, helping young learners being integrated more smoothly in the education system and expect better learning outcomes.

Cyprus:

1) General trends:

The assessed and selected practices from Cyprus focus on actions that strengthen the parenting skills, the necessary communication of foreign families with schools and their ability to adapt further and more effectively at home activities or in other curriculum-related activities. Another point that is worth being highlighted is that in 3 out of the selected practices there is a strong emphasis on developing more productive relations between parents and teachers through initiatives where teachers share decisions with parents. In this way, the latter group learns to act with more self-confidence and to collaborate with the community, paving the way for a safer environment in which their children can cultivate their academic and social skills. The collaborative element is clear in 2 practices, while in all practices parents adopt also an encouraging and supportive role to their children' academic improvement.

2) Confined list of selected good practices:

Name of selected practice	Strongest assets (in accordance with the assessment criteria)
1. Mothers and Children in L2 (L2M) **Source here and here (p.34)**	This initiative regards a European project but in Cyprus it was implemented at regional level by the organization CARDET. The overall aim of the project was to help migrant mothers with children aged 2-6 years old in order to learn the language of the host country as a preparatory phase before their children begin to attend primary school. **Why refugee/ migrant parents become involved?** This project was addressed, among other, to women and mothers who were not engaged with formal education and training due to their low educational background. There was an increasing need of further preparation of migrant families and children of the host community before attending school and an idea for this would to be initiated from schools themselves. Through L2M project, mothers learned to develop a sense of community with other mothers, being able to build a school community within the school community, feeling more prepared to help their children when attending school, while volunteering in school when needed. **What they do during their engagement:** The programme 's methodology involved a language training course for migrant mothers, which also included useful material for their everyday life, related to family management and basic active citizenship skills: basic ICT, nursing principles, information about nursing services in the host countries, citizenship, food education, health education. Mothers and

children were both present during the lessons, since the innovative aim of the courses was the fact that the communication between mother and child helps them in L2 (second language). Mothers were acting as encouragers and learners, as models of lifelong learning.

How does family involvement make a positive difference in student outcomes?

One of the project's quality features was the transferable structure of the courses. At the same time, teaching and training techniques were based on a "learning by doing" approach to foster the motivation of migrant women involved in the L2 learning, helping reduce the risk of drop out rates. Although some basic resources were needed for implementing some activities (from classrooms to handouts and creative materials), the impact that was generated was evident both at educational and at psychological level.

The project was directly focusing on mothers' language and integration needs but indirectly it supported them in the idea of building their own community, thus impacting effectively on their children who were indirectly empowered to be involved in the school community overall. There was also an overall psychological positivity; most mothers recognised that they started belonging in a community created within the school. In this way, foreign students were helped to improve not only their academic but also their much-needed socio-emotional skills.

2. Sunday's School

Source here

It is about an ongoing CSO-voluntary action that transforms the Kofinou Reception Centre into a centre of learning and education every Sunday. Its general aim is to strengthen the educational needs of children and adults (including migrant parents), supporting in parallel their social inclusion.

Why refugee/ migrant parents become involved?

This voluntary initiative is oriented towards filling a gap in the area of inclusive education, by training migrant students and adults to learn and communicate in Greek so as to familiarise themselves with the language and improve their communication skills. This voluntary activity is based exclusively on volunteering and was born due to racist attitudes of specific mayor of villages regarding immigrants. The extreme hate attitudes deserved a response in a way that it would be visible and would cause an overall positive impact to the people in the Kofinou centre as well to the wider community. In that way, the Sunday's school was an answer to the negative attitudes that have started around migration that period.

	What they do during their engagement: Adult learners participate every Sunday in a series of afternoon sessions in Greek language courses. They are split into 2 groups of 2 different classes and the lessons are carried out based on learners' needs. People are divided in accordance with their cultural and racial similarities as further cultural differentiations can be identified that may trigger conflicts and tensions between them. The methods that are used in language courses consist of face-to-face lessons with the provision of additional material such as: prints, academic books, Greek books developed based on the needs of people living in reception and accommodation Centres, games; role playing (e.g., overcome barriers around gender) and overall discussions. Online sessions were also conducted during the pandemic, where real challenges were faced regarding the facilities and the required equipment these people could have access to. **How does family involvement make a positive difference in student outcomes?** Notwithstanding its voluntary character, this initiative has benefited migrant parents as adult learners, operating as models of lifelong learning and supporters in their children' schooling. This process operates as a bridge between schools and migrant families, as migrant children observe their parents become learners themselves. This can contribute to children's academic expectations for themselves. Parents feel more welcomed, accepted, and are connected to the local community. They are empowered to take part in further engagements and performances in school associations and school/teachers decisions in general. Volunteers could see that migrants were actually learning, they could see the progress as well as they could also see that could be trusted after a number of lessons, and any concerns of bad intentions were deleted from migrants' point of view.
3. School Education for Roma Integration (SEDRIN) **Source here**	SEDRIN was a past CSO-led initiative, as part of a European project in the partnership of which 5 Roma-led organisations actively participated. In Cyprus, the project was coordinated by the European University of Cyprus. Overall, it aimed at preventing the early school leaving of pre-school Roma children and empowering Roma women in acting as mediators between their children and local schools. These women were considered as the most actively involved adults in Roma children's life and thus more relevant to any endeavour to the preparation of Roma children for the school and generally the school-life. **Why refugee/migrant parents become involved?**

Roma women were trained to acquire practical skills and knowledge in order to prepare their children for their integration to primary school. This was achieved through engagement workshops in order for the mothers to develop basic literacy skills, to learn about school procedures and obligations, about instructions and information for specific services, directions, and information on parents' involvement in school, how to deal with stress and anxiety, how to recognize and overcome discrimination and how to increase students' self-learning and school appraisal. These topics can help them being more active participants in communities, while contributing to their educational inclusion and preventing drop-out cases.

The project focused also on exploring the educational needs of each one of the two target groups, so as to identify what Roma women really needed in improving their children's pre-school preparation so that Roma children attend systematically school in the long term.

What they do during their engagement:

Rome women had a supportive and encouraging role both for the academic and social performance of their children in education process. Specifically, they were given the opportunity to be trained on how to prepare better their children in order to make them to better cope with their school environment. Non-formal education techniques through workshops and trainings for the development of skills, tools and strategies were proven necessary to prepare in an effective way these and children. Regional, local empirical data were collected in the partner countries, as well as the practical implementation of the skills were acquired by the Roma women by organising training of Roma children's sessions on local levels. The training of the Roma children was performed by the Roma women.

How does family involvement make a positive difference in student outcomes?

The preparation of Roma children in their pre-school age towards their first classes of the elementary school was facilitated to a great extent by the empowerment and training of Roma women, thanks to a well-prepared training methodology handbook that enriched women's knowledge and skills with more tools and strategies. This process motivated both groups and offered an extra added value in the improvement of children's social self-efficacy and self-confidence before attending formal school classes.

4. Schools as Learning Communities in Europe: Successful Educational Actions for all (SEAS4ALL) **Source [here](#)**	This was about a past European project that was implemented in Cyprus as a collaboration between the University of Cyprus and the Primary School of Agios Antonios. The project was philosophically founded on interactive learning and its actions on the involvement of the community and parents in the educational policy of the school. Overall, the project's activities were aimed at increasing educational success, social inclusion, reducing absenteeism and early school leaving and increasing school performance. This is achieved through strategies that enhance, among other aspects, social cohesion, coexistence, and the participation of the community in the educational activities. **Why refugee/ migrant parents become involved?** The parents' involvement was promoted and oriented towards educating parents to contribute to a culture of learning within the home and cultivate in children a sense of safety, tolerance, respect, and belonging in order to engage fully in classroom activities. Another essential dimension that is considered through engagement of parents is the attempt to reduce the inequalities that students with fewer learning opportunities usually experience. **What they do during their engagement:** Members of the school's staff, pupils, families, and community were actively engaged in the development of a plan for the transformation of school 'learning communities' where students can raise their own personal expectations. Parents and other community members were encouraged to volunteer in the classrooms as attendees to each of the above-mentioned interactive groups. The project highlights the important of parents-school communication and their mutual respect. Parents' volunteering intervention was (and in some schools continues in the same way) delivered via face-to-face groups. Both children's education and family training are delivered in small classroom-based groups, while the community-engagement aspect of the intervention is delivered in larger group assemblies. **How does family involvement make a positive difference in student outcomes?** One of the most innovative components and impact of the SEAS4ALL programme was the use of 'interactive groups' as a way to encourage children of different abilities to work together and contribute equally to assigned tasks. In parallel, families were offered training in parenting-related areas, (such as helping their children with homework) and on skills such as mathematics, finance, and literacy. This showcases that while

	children's academic attainment is strongly correlated with their parents' own education levels, they were equally driven by the extent to which their parents were involved in and committed to further training or education themselves.

Türkiye:

1) General trends:

In case of Türkiye, all identified practices promote parental engagement through a supportive, advocating, monitoring and collaborative role and the activities focus on improving parenting skills and active learning through volunteering. It is worth mentioning that state-led projects and inclusive initiaves have been equally popular as those organised and implemented by CSOs. This highlights the fact that in Türkiye the State has an active role in promoting parental engagement, a trend that may be potentially attributed to the migratory pressures the country has been facing during the last decades.

2) Confined list of selected good practices:

Name of selected practice	Strongest assets (in accordance with the assessment criteria)
1. Aile Okulu (Family School) **Source [here](#)**	Aile Okulu is a CSO-led practice that was applied during the school year 2020-2021 by a Turkish association, the Home School (Ev Okulu) Association with the aim to support all kinds of education process in the home and family environment, to ensure that families participate in the learning processes of their children, to ensure school-home harmony, to help strengthen family ties and to promote homeschooling systems in our country. **<u>Why refugee /migrant parents become involved?</u>** The association promotes the value of parents' education as a crucial factor in the academic progress of child and of the whole family and for this purpose it carries out a series of activities with the active participation of parents. Aile Okulu (or Family School) fulfills the request of families to participate in longer conversations with experts, especially after the Home Education and Child Summits held in October/November 2019 and the results of the surveys of the trainings it carried out during the Corona period. Families and educators are supported in family education, child education and to the development of a healthy family-school environment. Enrolment in the project is also free and a participation certificate

	was sent to all enrolled participants, thus giving an extra incentive to foreign parents to be involved in most activities.
	What they do during their engagement:
	The main aspiration of all activities was to ensure the active participation of families in many parts of educational process. For this purpose, a large number of educational content and resources has been prepared and presented to the use of families in a synchronous and asynchronous manner.
	Parents act both as monitors and collaborators for children' learning development. As part of this process, they went through formal training, CPD (Continuing Professional Development) training, webinars, and lectures/questions-answers/workshops. The FAMILY SCHOOL project included 24 subjects with the contribution of 24 experts in 24 days. Trainings took place in the form of lectures/questions-answers/workshops. An innovative element of the initiative was the possibility for parents to send questions during the live broadcasts in the form of comments.
	How does family involvement make a positive difference in student outcomes?
	Through all activities and the rich variety of subjects and used methods (e.g., not only typical lectures but also questions-answers/workshops), the project reinforces parents to get involved in their children' schooling and learning by promoting their parental efficacy and connection with more available resources for their academic success.
2. PIKTES (Supporting the Integration of Syrian Children into the Turkish Education System) **Source here**	PIKTES – "Supporting the Integration of Syrian Children into the Turkish Education System Project" is a state-supported project that was implemented at the national level for all age groups at school. In particular, PIKTES an education project carried out by the Ministry of National Education to support the access of children under Temporary Protection to education in Türkiye. The entire budget of PIKTES is covered by the EU with a direct grant method within the framework of the "Financial Assistance Program for Refugees in Türkiye (FRIT)" agreement.
	Why refugee/ migrant parents become involved?
	The involvement of parents is considered important because the idea of engaging them as collaborators in the framework of the project serves two purposes. First, their engagement will support the access of Syrian children under temporary protection to education in Türkiye. Second, it will support the Ministry of National Education in its efforts to integrate Syrian children under

	temporary protection into the Turkish education system so that they can access quality education.
	What they do during their engagement:
	Under the project, formal training is delivered to the migrated students, as well as non-formal training to the parents. The project is divided into different sub-components. In the Family subcomponent, parents receive various trainings, and the most important of these training is to have more information about the Turkish education system and to learn more about the functioning of the education system and the school. In this way, the project supports parents to become more involved in school life, enabling them to adapt to the integration process. CSOs are also a part of the ongoing activities. As such, parents act mostly as collaborators.
	How does family involvement make a positive difference in student outcomes?
	Even though this is a project in project, the parental involvement has yielded in a series of positive outcomes. The most critical results can be summarised as following: (i) an increase of the access of Syrian children to education in provinces supported by PIKTES; (ii) an increase of the quality of education offered to Syrian students; (iii) an overall improvement of the operational quality of educational institutions and their staff; and (iv) an increase of the social integration of Syrian students and parents.
3. Developing the Professional Qualifications of Teachers Working with Migrant Children in Mathematics Education **Source here**	This was a project organised and led by TED University Research Center, an individual private research center (which acts as national coordinator). The project was implemented in Gaziantep, Hatay, Şanlıurfa, Ankara and Istanbul and it was addressed at the 1st, 2nd and 3rd grade at the preschools. It lasted from 2016 to 2018.
	Why refugee/migrant parents become involved?
	The direct beneficiaries are the children, as the workshops are designed to help them develop their tendency to the mathematics. However, parents are also targeted under the so-called "AMATs" (Family Mathematics Workshops), which aim to help families to become informed about the education system in Türkiye. Therefore, dialogues are held about their children's school experiences. Parents' role is considered as collaborator and supporter.
	What they do during their engagement:
	The project is composed of four subcomponents that contribute to better connection between teachers and families and to an improved teachers' professional quality. Namely, the four

	practices are the following: (i) **Teacher knowledge sharing sessions**, where teachers are given practical training in 3 modules; (ii) M**ulti-audio video supported ethnography** through which dialogues are created with teachers to reveal and discuss their classroom practices and pedagogical beliefs; (iii) **Model teaching and class observation:** in this practice, the project team, experienced in the fields of classroom and mathematics education, **provides model teaching** in line with peer learning, game and drama-based lesson plans; and (iv) F**amily mathematics workshops** (i.e., AMATs). The AMATs consist two sessions. In the first session, families, immigrant children, teachers and researchers carry out mathematical activities together. In the second session, families are informed about the education system in Türkiye and dialogues are held about their children's school experiences. **<u>How does family involvement make a positive difference in student outcomes?</u>** The project's experience served as an important example for teachers to contribute directly to the education process. During the 2-year duration, the project increased the teachers' ability to create efficient mathematics education environments in classrooms with immigrant students in a way that meets the needs of all students. It also raised awareness of the teachers about the academic language of mathematics and its relationship with mathematics learning; it also enabled immigrant children with various levels of Turkish language proficiency to use this language effectively in mathematics education. Finally, the project fostered the ability of teachers to take an active role in the school-immigrant family and child-society relationship, in cooperation with their colleagues.
4. MOQA – Motivation, qualification, activation of parents of Turkish origin **Source here**	MOQA – "Motivation, qualification, activation of parents of Turkish origin" was a project coordinate by the CSO "Türkische Gemeinde in Deutschland". The project was implemented from 2009 to 2011 in Germany in Turkish communities of migrants, and it aimed at all ages in the school environment. **<u>Why refugee/ migrant parents become involved?</u>** The project strove for activating, motivating and qualifying parents so that they could stand up for the academic achievement of their children. The idea behind the parental engagement was that parents should be trained to be the "ambassadors of education", making them responsible local protagonists and supporting migrant self-organisations, especially parents` associations. The overall rationale was that migrant parents`

associations are an indispensable contact points for families with a migration background.

What they do during their engagement:

Operationally, the project followed a non-formal training method. A series of seminars were held, in which interested parents could be informed about the educational system of the respective federal state and about their rights and duties in schools. Parents that were particularly interested could also participate in advanced trainings to become "Bildungsbotschafter" ("ambassadors of education") that worked as moderators between schools and the pupils' homes. In these trainings the mothers and fathers were acquainted with diverse key competencies for reaching out to other parents.

In order to assure the sustainability of the parents` motivation, project leader held congresses and exhibitions for parents. With regard to the content, these events were aligned with the everyday life of families with migration background and gave the opportunity to exchange background knowledge and practical support.

How does family involvement make a positive difference in student outcomes?

The project was implemented at three different locations together with its regional associations and in cooperation with the "Föderation Türkischer Elternvereine" and other regional stakeholder of educational policy. The analyses of the evaluation sheets that the project used to capture the intended impact showed that the contents were very well received by the participants.

In particular, the project succeeded in strengthening the parents` competences and of their awareness of education, as well as their motivation to participate at parents` and school committees. It managed also to improve the infrastructures of migrant self-organisations and strengthened the competences of parents` associations.

Within its 2-year duration, a total of 155 "Bildungsbotschafter/ innen" were trained in Germany, among which 53 in Berlin, 23 in Essen, and 53 in Stuttgart. The project became so popular, that Turkish media repeatedly reported about it, while it was discussed in German newspapers and radio channels.

5. MIGRA-MATH Project *Source [here](#)*	**MIGRA-MATH** (full title: *Supporting Teachers Working With Refugee and Immigrant Children in Mathematics Education*) is a national ongoing project which is being currently applied since 2018 by TED University in Ankara (Türkiye) and is supported by the Scientific and Technological Research Council of Türkiye (TÜBİTAK). The project is targeted to schoolteachers with the wider objective to help them work better with students and parents (as secondary target group). It is specifically addressed to teachers of kindergarten and to educators of 1st, 2nd, 3rd and 4th grades who have students with refugee and immigrant status in their classrooms in the area of mathematics education. The education model that has been initiated by this project has been developed in cooperation with a group of 60 teachers in five different cities (Gaziantep, Hatay, Sanliurfa, Ankara and Istanbul). **Why refugee/ migrant parents become involved?** The project draws attention to the rapidly increasing number of students with refugee and immigrant status who participate in formal education and stresses the importance of teachers' readiness through the creation of professional support mechanisms. Although the primary focus is on teachers' capacity building and professional development, the families are not overlooked by the project's wider scope. In more detail, the project aspires to fill a gap in the educational sphere by providing teachers with resources within the framework of school-family-society collaboration. Second, it strives for developing an educational model together with curriculum materials that can be used by teachers who work with children and families with refugee and immigrant status in Türkiye. **What they do during their engagement:** The family-school collaboration scheme on which the project focuses can be adapted to various disciplines. Although refugee and immigrant parents are not the primary target group of the project, they are encouraged to participate in the so-called '*Family Math Workshops'* (FMWs), as one of the main components of the project. Refugee and migrant families can engage in dialogue with project staff and teachers on critical issues surrounding the educational system in Türkiye. Specifically, the FMWs are comprised of two sessions: 1) in the first session, families, teachers, and project staff engage in dialogue about the education system in Turkey, current family support for the children's learning, school experiences of the children, and the education system in Turkey; 2) in the second session, families and children with refugee and immigrant status, teachers, and researchers engage in mathematics activities together. These

mathematical activities draw as families' funds of knowledge and experiences in their daily lives.

How does family involvement make a positive difference in student outcomes?

Families are benefited in many different ways through the aforementioned multi-stakeholder math-oriented workshops. One proof for these advantages comes from several workshops that were carried out in several regions in Turkey between 2018 and 2019. Indicatively, in a specific workshop that was conducted those years foreign families were initially engaged to draw educational journey maps of their children. These maps were considered a tool to understand students' and families' experiences with education; it also helped identifying the places where the student is experiencing existing or potential cultural congruences and conflicts, adapting respectively the curriculum in line with these findings. After the event, the families took the materials they designed (a hanging ornament containing patterns) to their homes so as to further remember the event along with its educational dimensions. In another workshop that took place in 2019, families, teachers, and project staff engaged in dialogue for observing the mathematical situations taking place in daily life. Families were encouraged to share their daily life practices about mathematics. It was also emphasized the importance of conducting mathematical conversations with their children. Through the previous pathways, families became co-creators of an educational activity with the support of teachers, enhancing the democratic interaction between school and foreign families and developing better communication channels within their children' school life.

Another testimony comes from a participating researcher in the project. It was supported during a conference presentation that although some teachers took much longer to understand why the engagement of parents is important and in some schools just a couple teachers understood the difference it can make, they quickly managed to get the whole school on board highlighting the importance just a couple changemakers can achieve.

European level:

1) General trends:

The practices that were captured at European level are EU-granted projects, with the majority of organisations coming from civil society, mainly at small-scale level and with a local impact both in central and in South Europe. It is worth being mentioned that all identified and

especially all selected practices promote all roles that we have mentioned in Chapter 2 as reference point for parental engagement, while a part of them give emphasis on newly arrived migrant families and disadvantaged communities like the families' empowerment from the Roma community. From the ladder of parent participation, the identified initiatives encourage most the types 5, 6 and 7 that are related to shared decisions and actions between teachers and parents, to consulting and information services for the awareness of parents or to the parent's decision-making power and autonomy in order to transform the schools into lifelong learning environments or to initiate new activities together with other parents towards their own and their children' smooth inclusion in education and society.

2) Confined list of selected good practices:

Name of selected practice	Strongest assets (in accordance with the assessment criteria)
1. ParentHELP **Source [here](#)**	ParentHelp was an EU-funded project that was designed to provide schools with relevant information for newly arrived migrant parents. It was carried out with financing from the Open Society Foundation, as part of a group of projects supporting migrant children. By providing information in their own languages, it encouraged trust building and made families feel welcome. The core of the project is a multilingual website that collects basic information offering help to parents and will also offer templates to be downloaded and printed with basic information in the languages of newly arrived migrants. Its library is constantly enriched. **Why refugee/ migrant parents become involved?** The project highlights the importance of providing support and social services to newly arrived migrant families as a way to fell more welcome and being empowerment during their first steps of their integration process inside society and education of the host country. Based on this argument, this innovative imitative has the form of an online hub with a lot of information in order to respond to questions about children' registration in school and other parts and obligations of their life (health and social services, cultural actions, housing, etc.). This website tries to give this particular group of society short, practical, simple answers and guides them to further services and authorities they should contact for their inclusion process. **What they do during their engagement:** Parents could participate in short-term trainings for activists of parents' associations in order to exchange experiences and work

	out new activities together. Specifically, a training programme was developed for training trainers of parent for better inclusion, and familiarisation of parents with many topics and services around education and the host society. An additional opportunity for these parents was that they could get information from available resources within the project's library and they had access to short videos and pictures on good parenting practices with special focus on inclusion and diversity.
	How does family involvement make a positive difference in student outcomes?
	Thanks to the user-friendly environment of ParentHELP website, newly arrived migrant families were given a useful online tool to be informed about the understanding of the school system and all relevant obligations for the registration and schooling of their children. By providing information in families' own languages (with some of them among other being the Arabic, Pashto, Urdu) it encouraged trust building and paved the way for better and more direct communication between families and school community. In addition, the online library provided a unique depository for free and downloadable resources and educational material, while the INFO section operated as a one-stop shop for a variety of information that regards the integration of foreign families in the host country. Although there is not funding at this point to update the sections of website,
	Another innovative element of this project is that inside library the parents had the chance to choose their own language and read material more easily to their children, fostering both their efficacy as parents and the young learners' literacy skills.
2. Parent'r'us project **Source here**	Parent'r'us was a European, Erasmus+ project, consisting of a consortium of NGO's and schools from five European countries, one of them being international. Its main aim was to support teachers to increase and promote parental engagement for further supporting children's academic achievement and well-being at school. The objective also focused on the enhancement of teachers' competences through an innovative mentoring mode, integrated under a holistic approach. It was mainly addressed to elementary school students, their parents, and teachers. The mentoring model was piloted in four different countries (Romania, Spain, Hungary, Portugal).
	Why refugee/ migrant parents become involved?
	Strong and equal partnership between parents and schools is essential for student success, but it is often not successfully established and maintained in the case of families with low socio-economic status. Parent'r'us was designed to change this

perception by peer mentoring parents and supporting teachers in the process of necessary mindset change through a unique and innovative mentoring model. The project put special attention to to the increasing need of empowering disadvantages families, providing them with information and ideas about parenting competencies on their children school life and on how to help them at home.

What they do during their engagement:

As part of its core activities, the project put strong emphasis on the types of parenting, learning at home and collaboration of parents with the school community and teachers.

This research-based initiative was based on evidence regarding parental engagement as well as on successful mentoring practices. Based on the identified research, two main goals were achieved and improved the parents' engagement. Specifically, for disadvantaged parents, a unique peer mentoring programme was developed, so that their mentors are parents coming from similar backgrounds and thus more trusted.

The mentors were trained according to a unique training programme with a pre- and post self-assessment tool. In the programme, mentor managers, mostly professional educators were also trained. Mentor managers were responsible for matching mentors and mentees, and for supporting the whole mentoring process. Mentors acted as coaches/mentors for the teacher of their children for the necessary change of mindset.

How does family involvement make a positive difference in student outcomes?

During the projects, it was observed that yet there is a lot of resistance both from teachers to acknowledge that parents coming from a low socio-economical can be just as enthusiastic and involved in their children´s learning like any other parent with less struggles like that. It is also difficult to fight the internalized resentment and lack of self- confidence of vulnerable parents, who need lots of support and empowerment to believe they are good parents. Nevertheless, the project has proven to be a really effective initiative, aiming to build a sustainable alumni system where previously mentee parents can become mentors themselves too. Through the project's developed outputs, more opportunities were created for closer dialogue and sharing of experiences between parents with fewer opportunities, teachers, and community organisations. Also, the mentoring tool to improve parental skills mainly for parents less or not engaged in their

	children's school life created a more positive environment for children's academic achievement and well-being at school.

Last but not least important, the project was awarded in the HundrED Parental Engagement spotlight, proving that there is yet hope for boosting both skills and confidence of parents and teachers so as to create mutually enduring and health partnerships. These partnerships are the base for the students' academic success, not only at cognitive level but also at socio-emotional well-being.

https://parentsinternational.org/parentrus-chosen-as-1-of-12-best-globally/ |
| *3. Building Bridges: Good African parenting In Europe*

Source here | This is an ongoing Erasmus+ project, the first small-scale project, whose aim is to build on the experience of the Belgian organisation "Yenetabet", which supports the Ethiopian community of parents in Antwerp. The organisation provides support on a weekly basis to Ethiopian school for children. Up until now, the organisation was mostly focusing on activities about the Ethiopian home culture and language. This project, and more specifically the 'Parent café' that will be set up as follow-up activity after the end, goes a step further and transforms the Ethiopian school into a lifelong learning environment encouraging parents to learn life skills and competences necessary for a better social inclusion of themselves and their children into the society.

Why refugee/ migrant parents become involved?

In most of the cases of African families coming to live in Europe, they often struggle to find connection with the European way of living. This also applies to the way they raise their children. Although they work and live in Europe, they do parenting "the African way". There's nothing wrong with their parenting skills in an African society, but their cultural specificities are not one-on-one applicable in Europe. This cultural cleavage often hinders the integration of parents and students in Belgium. The project fulfills this gap by supporting parental engagement in an active way.

What they do during their engagement:

This project aims to build bridges by including African families in the Belgian society. This is done, among others, by improving assertive communication skills of parents and increasing their knowledge on children's rights and education which leads to more interaction with the school and other parents from outside their community. Peer counselors show parents good examples of activities they can do with their children, while experience experts inform parents about the possibilities for their children to participate in activities in the neighborhood according to their |

	personal interests and skills. This type of parental engagement encourages ever more children of African communities in Belgium to participate in socializing activities. Moreover, a series of workshops are held in the framework of the project, with topics varying from development of cooperation and trust, to breaking gender roles and racial stereotypes and supporting the mental health of students. **How does family involvement make a positive difference in student outcomes?** Even through under the project only 3 training sessions have been held so far, the positive feedback received implies that the practice has strong potential. Yenetabet has conducted informal interviews with some of the participants to understand the reception and effectiveness of the workshops so far. Parents indicated that they have been very happy to have participated, learned a lot in just the two sessions, and found it very useful in their day-to-day lives as parents. Even though the impact is not quantified, this first qualitative feedback highlights that the continuation of the project is expected to strengthen the cultural bridging between African and European communities in terms of educational integration through parental engagement.
4. Future Memory **Source here**	It is an EU-funded project coordinated by Liget Muhely Foundation that is geographically implemented in Hungary as well as in Hungarian-speaking communities in Slovakia, Ukraine, Romania, and Serbia. The main target group are 11–14 years old Roma girls living in socially disadvantaged areas of Hungary and in Hungarian communities in neighbouring countries. **Why refugee/ migrant parents become involved?** In the western culture, children from middle-class layers usually follow specific life trajectories. However, these same trajectories of life are not available for disadvantaged children, because their environment does not allow them so. Therefore, when picturing their future life, these children revert back to the failures of their parents and grandparents, re-enacting their wrong decisions, such as early pregnancy, dropping out of school. However, research also shows that simply by talking about ideas and plans, the brain creates so-called "future memories". These can be further strengthened by interactive drama games thus providing disadvantaged children with a pool of future memories and the possibility of imagining a different way of life. In this process, the role of parents is critical, as parents often act as prototypes for the children; therefore, an effective parental engagement can further

encourage disadvantaged children escape from context-depended barriers and advance in their lives through education.

What they do during their engagement:

In order to create this environment, monthly group meetings are organised for all stakeholders. The meetings are designed by using the Art of Hosting to create a safe background community for the students, but these are also important for the schools, because they show an ideal communicative method that can be applied to unite adults for the best interest of the children. During the activities, family members do not necessarily join the same group. This method of mixing families helps in building a strong sense of community where adults feel responsible for all the children, not just their own. The Art of Hosting offers a blend of methods to create meaningful conversation that leads to good results. It is based on mutual respect, which is essential to make Roma people feel empowered. Through these collaborative methods – such as ProAction Café or storytelling – the trainers adapt the approach to their context and purpose. Each meeting has a different topic targeting one of the specific objectives (e. g. victimization, gender roles, education, career plans, networking).

How does family involvement make a positive difference in student outcomes?

Since 2018, when the activity kicked off, the children who were attending the workshops have become more confident, they communicate and cooperate better. Students have realised that learning can happen in various ways and can be fun. They understood that successful communication can help them in all aspects of their lives, resulting in stronger socioemotional skills. Moreover, it has been observed that the teachers (an indirect beneficiary of the project) have formed strong professional and personal bonds. They frequently discuss problems of implementation and share their experiences, supporting each other with advice and helpful tips.

5. Open School Doors **Source [here](#)**	The Open School Doors (OSD) development programme was an international project that was implemented between 2017 and 2019 and was coordinated by the Media Center and the Faculty of Educational Sciences of the TU Dresden, in close cooperation with educational practitioners and researchers from Austria, Belgium, Greece and Great Britain. It was investigating how parents with a migration background can be more actively involved in the education of their children with the help of digital media. It was designed to support schools (e.g., leaders, teachers, and support staff) to build knowledge and understanding of challenges faced by newly arrived families and to develop new ways of bridging the

division between schools and local communities so as to impact positively on the lives of young people and their families. As a European wide initiative, it was targeting a final number of 50 schools from 5 EU countries.

Why refugee/ migrant parents become involved?

The first priority that the project poses is the reduction of disparities in learning outcomes affecting learners from disadvantaged backgrounds such as migrants with specific measures. To achieve this necessity, the project focused on training and motivating teachers and school managers to cooperate with parents with a migrant background with the final aspiration to create constructive and sustainable partnerships with them. The primary target group of Open School Doors were principals and class teachers as also other school staff who works in counseling and support systems. The reason for focusing on the latter group is that those professionals rarely have adequate skills for the digitally supported integration of migrant families in education. In this respect, the project focused on the professional development of these main actors of the education system so as to be more able to promote school- parent partnerships.

What they do during their engagement:

The parents are not directly engaged in training but through the capacity building of teachers and the training framework that was designed in this project to qualify teachers to deal with several foreign cultures, the educational staff was given the chance to enable parents' motivation to get also engaged in schooling. It si worth mentioning that the project included 2 parts. Part One is about *Thinking & Exploring* and Part two is about *Taking Action*. In Part One, the project offers a reflective space that allows teachers to hear from newly arrived parents sharing their experiences of EU education systems and their perspectives on what enables and frustrates their attempts to work effectively with schools to support their children's learning and development. Part two offers some guidelines in teachers through a workbook focused on a participatory action research (PAR) model of facilitating transformative practice. PAR focuses on working collaboratively to involve all key stakeholders in the community (school leaders, teachers, support workers, **parents**, young people, administrators, associated professionals, members of the wider community) in the processes of change. The key principles of this model are related to the logic that 1) positive change must be done 'with' rather than 'to' people and 2) that shared negotiation of priorities and collective ownership of actions and outcomes are more likely to result in impactful and sustainable change.

	How does family involvement make a positive difference in student outcomes? Through a mixed innovative approach that the OSD project launched (online tools and face-to-face sessions) as also via social networking applications to connect teachers with parents of the participating schools' pupils, the migrant and/ or refugee families' involvement is much encouraged. The OSD project is a very good example that paves the way for enabling teachers to reflect on various success stories - good practices and start implementing their own initiatives in their school community, by involving and motivating respectively foreign families as supporters in this endeavor for students' educational benefit. In this way, migrant and refugee students' educational and social inclusion can be better ensured given that teachers are properly equipped with suitable resources and pedagogical tools. Through the motivation and professional development of teachers, as proven by this project, refugee and migrant families can feel more secure to establish more productive relationships with the educational staff and to achieve greater and smoother engagement, as they both constitute the core actors for an inclusive school life and academic success of (migrant and refugee) students.

Chapter 5: Conclusions

This mapping, implemented both at EU level and in the pilot countries of the project, involved a process of discovering and analysing a series of good practices which form the first pillar of research activities of PARENTS ENGAGE project. During the next months of the project, these practices will be integrated into the platform of the project, as a catalogue of useful case studies to inspire the relevant educational stakeholders on parental engagement. The case studies aspire to function as a knowledge hub therein, accelerating and further promoting the potentials of both migrant and refugee families' engagement in the participating countries of the project and beyond.

Overall, the analysis reveals that the enhancement of parenting, the improvement of communication of foreign families with schools and their collaboration with the community are the most widespread types of parental engagement. These popular types are channels to address conflicts and racist incidents and promote decision-making potential of migrant and refugee parents. However, it is interesting to note that not all selected practices fulfil the normative criteria laid down in the report (with the only exception that all have relevance with the project's aim), which highlights the particularity and plethora of advantages that each practice brings into this area. This in turn implies that rather than trying to uncover practices that are fully comprehensive in terms of the criteria, it is more efficient to explore the complementarities of the practices and therefore to develop effective educational strategies of parental engagement that integrate methods and features of different practices, considering in parallel cultural differences and national policies that may or may not benefit their sustainable consolidation within inclusive education. What is also remarkable is that out of all the selected practices, there is an emphasis on skills of migrants and children, while the enhancement of teachers' skills is relatively neglected. Capacity-building and training needs of this target group are not included in the practices, except from two practices (one from Türkiye and one EU-wide). This is an important gap that future initiatives need to address, in the same multi-stakeholder approach that the PARENTS ENGAGE project aspires to do.

Moreover, it is evident that not all countries follow the same trends. In Greece, the practices that stand out are those that focus on strengthening of parent-teacher/school communication and on activities relevant to parenting and communication skills. The same trends are observed in Cyprus (focus on parenting skills, the necessary communication of foreign families with schools and their ability to adapt further and more effectively at home activities or in other curriculum-related activities), underlying the similarities between two countries that are culturally extremely close. Türkiye follows a slightly different pathway, with state authorities being often protagonists in engaging parents in advocating, collaborative, and monitoring roles. Regarding the Italian case, the practices feature a variety in types of migrant parental engagement. It is worth mentioning that parents are quite active in decision-making, advocating, communicating, and collaborating with the community, while what distinguishes the Italian case is that in most of the practices, parents are treated as direct beneficiary, and not

merely as supporters of their children. Finally, Germany showcases a diversity in parental engagement types. There, parents usually are engaged as supporters and collaborators, seeking to create a supportive environment both at home and school for their children.

A critical understanding of the results leads to the conclusion that a one-size-fits-all solution is neither desirable, nor feasible. Factors such as the cultural environment, the role of the state authorities and the degree of maturity of the civil society impact the choice of which parental engagement methods work best in each country. Moreover, it should be mentioned that many of these practices function better at local or regional level. This implies that parental engagement in most cases is more effective at community, small-scale level, and a potential upscale should take this reality into account. As such, the scale of implementation, as well the potential of and challenges to upgrading need always to be considered for a successful parental engagement.

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Annex

The template that was designed and used by each partner for the identification of good practices/ initiatives in each country is presented below:

Template to capture a good practice in parental involvement
1. Activity Owner/creator/ inspirator
Responsible institution/ organisation (*Please specify if the actor is school or CSO*):
Country:
Position and role of contributor:
Email address: mailto:XXXXX@gmail.com
Website/ source or link for more info about the initiative: mailto:XXXXX@gmail.com
2. Overview of Activity
Title of the activity
Type of parental involvement (based on types presented in the chapter 2) **Role of parent**
Target audience/ beneficiaries *(please specify if the parents are direct or indirect beneficiaries):*
Brief description and aim of activity:
Location /geographical level (*please specify if the practice/ initiative is applied at national or regional/local level*):
Age group and educational level

Methodological Approach (if applicable)	
Resources needed for implementing the activity (if applicable)	
Duration* ***Here we can specify also if the practice/ initiative is ongoing or completed.**	
Impact	
Lessons learnt (OPTIONAL)*	

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