

Theoretical framework

A BRIEF INTEGRATION OF LITERATURE REVIEWS BY ISOTIS WORK PACKAGES

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EXECUTIVE SUMMARY

ISOTIS will examine current resources, experiences, aspirations, needs and well-being of children and parents amongst ethnic-minority and low-income native groups across Europe. Different methodologies will be used to give voice to children and parents. Moreover, ISOTIS will examine children's and parents' perspectives in the context of acculturation and integration. The findings will be related to practices in early childhood and primary education, the functioning of services, and local and national policies. ISOTIS will study variations in the perspectives of children and parents between and within groups, and between and within countries.

One objective of work package 2, (WP2), which is responsible for this report, is to initiate, contribute to, and coordinate the development of an initial theoretical framework for the interview studies. This report, deliverable 2.1, integrates core elements of the first deliverables from each of the other work packages (WP1-WP6). These deliverables contain a short review of scientific and policy-oriented literature regarding the particular goals and contents for each WP.

This introduction section of this report briefly illustrates the aims and objectives of the entire ISOTIS-project, the aim of the current report as well as the objectives and contents of the individual work packages. Thereafter, the initial part of section 2 presents the core concepts of ISOTIS, *Inclusive Education*, *Social Support* and *Tackle Inequalities*, followed up by a short presentation of the common theoretical platform, Bronfenbrenner's bio-ecological approach to human development. Following this section, three somewhat narrower theoretical perspectives applied in ISOTIS and are presented.

Section 3, framework for developing the questionnaires, provides an overview over the current status of the development of the questionnaire for the comparative interview studies targeting mothers from disadvantaged groups across Europe.

Appendix A presents cross-cutting concepts used in ISOTIS and Appendix B provides a wide range of policy relevant sources produced by non-governmental and governmental European and international organisations, policy recommendations, projects and initiatives, associations and networks that might be of relevance for ISOTIS.

1. INTRODUCTION

1.1 AIMS AND OBJECTIVES OF ISOTIS

Inclusive Education and Social Support to Tackle Inequalities in Society (ISOTIS¹, pronounced as eesótis in English; Greek for equality) aims to contribute to effective policy and practice development at different system levels in order to effectively combat early arising and persisting educational inequalities. ISOTIS will do so by generating evidence-based, contextualized and concrete recommendations and tools intending to achieve the following purposes:

- (1) Supporting disadvantaged families and communities in using their own social, cultural and linguistic resources to create safe and stimulating home environments for their children.
- (2) Supporting the creation of effective and inclusive curricula and pedagogies in early childhood education and care centres and primary schools.
- (3) Supporting the professionalization of staff, centres and schools to improve quality and inclusiveness.
- (4) Supporting inter-agency coordination of support services to children and families.
- (5) Supporting national (state-level) policies to combat educational inequalities.

To achieve these aims, ISOTIS will address the following eight objectives:

- (1) To determine educational inequalities in European countries and changes over time in the patterns of inequality related to changes in educational institutions and policies (WP1).
- (2) To examine the resources, experiences and perspectives of several disadvantaged groups in Europe in relation to the preschool and primary school systems and local support services (WP2).
- (3) To collect research evidence and expert knowledge on best practice in supporting families of disadvantaged groups to provide informal education and a safe, healthy, nurturing and stable environment to their children (WP3).
- (4) To collect research evidence and expert knowledge on best practice in curriculum, pedagogy and inclusive climate development in early childhood and primary school education to enhance the accessibility, effectiveness and inclusiveness of these provisions (WP4).
- (5) To collect research evidence and expert knowledge on innovative practice in professional development in early childhood and primary education to increase the quality, effectiveness and inclusiveness of education practice (WP5).
- (6) To collect research evidence and expert knowledge on best practice regarding inter-agency coordination and local governance of comprehensive inter-sectoral support services to disadvantaged children, families and communities (WP6).

¹ The Greece term ISOTIS (ΙΣΟΤΗΣ) means fairness, justice, equality.

- (7) To disseminate (intermediate) research findings to stakeholders, to initiate debates about the research findings and to involve stakeholders in developing the final policy recommendations (WP7).
- (8) To develop a set of concrete recommendations and innovative (ICT-based) models for curriculum and pedagogy implementation, professionalization of educators, and governance (Leadership: WP8, in close collaboration with all WPs).

1.2 THE AIM OF THIS REPORT

The first objective of WP2 is to initiate, contribute to, and coordinate the development of an initial theoretical framework for the interview studies. A review of scientific and policy-oriented literature shall contribute to this framework. All WPs in ISOTIS (WP1-WP6) conducted a short review of literature regarding the particular goals and contents for each WP (section 2).

Furthermore, WP2 sent an inventory to all WPs concerning the formation of a list of relevant topics and concepts for the interview studies. The most prominent cross-cutting concepts are briefly presented in *Appendix A*. Moreover, a request for identifying methodological issues and providing examples for proven instruments and methodological approaches was sent to the WPs. Thus, section 3 presents an overall summary of these inputs, representing the current status of the development of the questionnaire/interview guide.

Due to time constraints, a systematic review of the policy related literature could not be achieved at this point of time. Nevertheless, a wide range of policy relevant sources from non-governmental and governmental European and international organisations, policy recommendations, projects and initiatives, associations and networks has been gathered and are presented in the three sections of *Appendix B*. An extensive use of hyperlinks should make these sources easily accessible for all ISOTIS-partners.

Thus, the aim of this report (D2.1) is to integrate the first deliverables from the other WPs (D1.1, D3.1, D4.1, D5.1 and D6.1) to create a framework carrying ISOTIS forward, in particular, regarding the interview studies with parents and children from disadvantaged groups across Europe. For convenience, when referring to this deliverables in the current text, we apply these abbreviations.

- D1.1** Skopek, J., Van De Werfhorst, H., Rözer, J., Zachrisson, H. D., & Van Huizen, T. (2017). *Inequality in Various Stages of the Educational Career: Patterns and Mechanisms - Literature Review*. ISOTIS project. Utrecht.
- D3.1** Anders, Y., Cadima, J., Evangelou, M., & Nata, G. (2017). *Parent and family-focused support to increase educational equality - Central assumptions and core concepts*. ISOTIS project. Utrecht.
- D4.1** Aguiar, C., Pastori, G., Camacho, A., Guerra, R., Rodrigues, R., Zurloni, V., Mantovani, S., Penderi, E., & Tsioumis, K. (2017). *Short literature review of main trends and challenges in curriculum approaches, educational practices, and social climate interventions aiming to tackle social inequalities*. ISOTIS project. Utrecht.
- D5.1** Slot, P., Halba, B., & Romijn, B. (2017). *The role of professionals in promoting diversity and inclusiveness*. ISOTIS project. Utrecht.

D6.1 Barnes, J., Melhuish, E., Barata, C., Guerra, J. C., Karwowska-Struczyk, M., Petrogiannis, K., Wyslowska, O., & Zachrisson, H. D. (2017). *Inter-agency coordination of services for children and families - Initial Literature Review*. ISOTIS project. Utrecht.

The current report D2.1 integrates the contributions of the first deliverables from five other work packages, some parts of the texts from the other WP-deliverables has been integrated without quoting specifically. Therefore, D2.1 should be considered as a common product of all WPs with a large authors group. The final version of the deliverable has been presented for all authors and gave them the opportunity to comment and suggest corrections of the text.

The next and final section (1.3) of this introduction provides a short description of the objectives and contents of the six work packages.

1.3 THE ISOTIS WORK PACKAGES – OBJECTIVES AND CONTENTS

In all, ISOTIS consists of nine work packages (WPs). The first six work packages (WP1-WP6) will investigate different aspects of the aforementioned purposes and objectives of the project.

Work package 7 (WP7) is about *Translation, dissemination, and communication of foreground*, WP8 deals with *Project management*, whilst a recently added work package (WP9) is focusing on *Research ethics*. In the following, we provide a brief presentation of WP1 to WP6:

Work package 1 (WP1): Inequality in various stages of the educational career: patterns and mechanisms

WP1 addresses the macro-level of education systems and educational policy and aims to identify important mechanisms and nodal points in European societies' educational systems, which are amenable to policy intervention at multiple levels.

Through WP1 ISOTIS will create quasi-panels and pooled longitudinal datasets, and uses dynamic data, comprising several age cohorts, to examine the variation in early gaps and developmental trajectories across states, systems and time. The pseudo-panel data integrates across many different countries; the longitudinal data enable the tracking of educational careers at the individual level from an early age; the dynamic data on institutional reforms allow for examining the relevance of policies. ISOTIS will provide up-to-date knowledge of the emergence, size and trajectories of early education gaps and of the mechanisms in education systems that exacerbate or reduce inequalities.

Work package 2 (WP2): Resources, experiences, aspirations and support needs of families in disadvantaged communities

WP2 has as its main task to organize and coordinate structured and in-depth interview studies with parents and children from disadvantaged groups across Europe and, as such, addresses the micro-level of families. The groups involved are Turkish and North-African immigrants, Romani and socioeconomically disadvantaged low-income native-born groups.

Through WP2 ISOTIS will examine current resources, experiences, aspirations, needs and well-being of children and parents in significant ethnic-minority and low-income native groups

across Europe. Different research methodologies will be used to give voice to children and parents. Moreover, ISOTIS will examine children's and parents' perspectives in the context of acculturation and integration. The findings will be related to practices in early childhood and primary education, the functioning of services, and local and national policies. ISOTIS will study variations in the perspectives of children and parents between and within groups, and between countries and within countries.

Work package 3 (WP3): Supporting families to provide safe, nurturing and stimulating home environments to children

WP3 addresses the role of parenting support and home-based education programs to support parents in creating safe, nurturing and stimulating home environments, and addresses as such the micro-level of families and the meso-level of family support systems. WP3 focuses on both home- and community-based approaches and centre-based initiatives that support parents to strengthen both the home-learning environment and school-parent partnerships for children under six years of age. The overall objective is to create a broad overview of existing approaches, to collect available evidence and to examine good practices to be able to formulate widely applicable recommendations for the development and implementation of parent- and family-focused support programs. In addition, by integrating the findings from the interview studies of WP2, the objective is to develop, implement and evaluate a transferable family-focused program prototype using an ICT-based virtual learning environment to support first language development.

Through WP3 ISOTIS will provide a comprehensive overview of promising approaches to parent and family support, review the evidence, analyse in-depth the effective characteristics of good practice, and provide concrete guidelines for developing effective parent- and family-focused programmes that build on families' cultural and linguistic resources. ISOTIS will develop, implement and evaluate a prototype programme for parents to support children's development in their first language development, using ICT-technology. The prototype can be transferred for wider implementation.

Work package 4 (WP4): Improving quality, curriculum and pedagogy in ECEC and primary education to increase inclusiveness and to sustain the impact of early education through primary school

WP4 addresses curriculum and pedagogy development in early childhood education and care settings and in primary schools. The main objective is to identify approaches to curriculum and pedagogy that support both academic learning and the development of skills needed for life-long learning and optimal participation in the 21st century. These concern executive functions, self-regulation, creativity, social-collaboration skills and citizenship, and the provision of an inclusive, positive social climate for the classroom, centre and school. Close cooperation between WP3 and WP5 will be ensured as family involvement and professional development approaches are likely key features of interventions, programs, and approaches identified by WP4.

Through WP4 ISOTIS will provide a comprehensive overview of promising approaches to curriculum and pedagogy development aiming to increase both the effectiveness and inclusiveness of early childhood and primary education. ISOTIS will review the evidence, analyse effective characteristics of best practice, and provide concrete guidelines for

developing curricula and pedagogies that combine academic instruction with promotion of self-regulation, creativity, social and citizenship skills. ISOTIS will develop, implement and evaluate a prototype programme for early childhood and primary school classrooms to support multi-cultural and multilingual competences among children, using ICT-technology. The prototype can be transferred for wider implementation.

Work package 5 (WP5): Professionalization of teachers and organizations to increase quality, effectiveness and inclusiveness of ECEC and primary education

The overall aim of WP5 is to identify effective strategies for professional development that take into account new approaches to professional learning, i.e. virtual learning and team-based models of learning, and that focus specifically on increasing cultural and linguistic awareness among professionals in their work with culturally and linguistically diverse children. A related aim is to identify characteristics of the centres and schools at the organizational level that support or hinder professionals in dealing with cultural and linguistic diversity and in creating an inclusive, positive climate in the classroom, centre and school.

Through WP5 ISOTIS will provide a comprehensive overview of promising approaches to professional development aiming to increase the effectiveness and inclusiveness of early childhood and primary education. ISOTIS will review the evidence, identify effective characteristics of good practice, and provide concrete guidelines for professional development that can increase the competences of professionals and their organisations to deal with diversity and inclusiveness. ISOTIS will develop, implement and evaluate a prototype programme for professional development, using ICT-technology. The prototype can be prepared for wider implementation.

Work package 6 (WP6): Improving inter-agency coordination and governance of comprehensive services to increase timely access to support for disadvantaged families

The general goal of WP6 is to gather information from research, grey literature, government reports and other sources in order to summarise existing knowledge of inter-agency working involving young children and their families; and extend this knowledge through further data collection in case studies of good practice in several countries involving interviews with practitioners and policy makers. This information will be used to develop an understanding of what contributes to the best implementation regarding inter-agency working. The ultimate objective is to produce a summary report providing guidance for future policy and practice in the area of inter-agency working with young children and their families in Europe.

Through WP6 ISOTIS will provide a comprehensive overview of promising approaches to the inter-agency coordination of comprehensive services, aiming to increase outreach, timely access and effectiveness of services for children and families in disadvantaged communities. ISOTIS will review the evidence, analyse the effective characteristics of good practice, include findings from children, parents and professionals regarding support needs, and provide concrete guidelines for improving inter-agency coordination of services and local governance.

2. FRAMEWORK

Terminological and conceptual clarifications are an important prerequisite in an interdisciplinary and international project such as ISOTIS that brings together researchers with diverse backgrounds and experiences. All work-packages build on an overall theoretical perspective rooted in Bronfenbrenner's bio-ecological model of human development (Bronfenbrenner, 1974, 1975, 1986, 2005), thus the entire ISOTIS-project is committed to this theoretical approach. Within each WP, theories with a narrower scope will also be applied, mainly for operationalizing specific purposes and aims of the WPs.

2.1 CORE TERMS AND CONCEPTS OF ISOTIS

The point of departure for ISOTIS is a clear need for more knowledge and effective measures to tackle inequality and the problems arising from diversity to increase participation, integration and deployment of human potential. Children with migrant backgrounds as well as native low-income children face educational gaps that hinder future adaptation and social mobility (Brind, Harper, & Moore, 2008; Hillmert, 2013). Both the performance and sense of belonging at school of immigrant students differs widely across countries (OECD, 2015a), with diverse consequences for future success and well-being. Results from PISA indicate students with an immigrant background tend to perform worse in school. This disadvantage is due to a complex array of factors, including language barriers, concentration of disadvantage in schools attended by immigrant students, and school policies such as like grade repetition and tracking (OECD, 2015b).

The acronym ISOTIS stands for *Inclusive Education and Social Support to Tackle Inequalities in Society*. Initially, these core terms in the project deserve a brief account of our understanding. The presentation builds closely on the first deliverables of all ISOTIS work-packages and provides an integrative presentation of core terms and concepts.

Inclusive Education

According to OECD (2012, p. 10) there are two fundamental dimensions of equity in education, inclusion and fairness: "Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential (fairness) and that that all individuals reach at least a basic minimum level of skills (inclusion)." Nicaise (2000) identifies equal opportunities, equal treatment and equal outcomes as three core components of inclusiveness. In a more recent report regarding ECEC, Ünver and Nicaise (2016) emphasize that a framework with these dimensions (equal opportunities, treatment and outcomes) partly overlaps with the concept accessibility that is frequently used in the literature and contains three dimensions: availability, affordability and quality.

"ECEC services are considered to be accessible if and only if they meet these three conditions. In the present report, we extend the assessment criteria to include non-discrimination (equal treatment) and effective responsiveness to diverse needs. In other words, services also need to take into account the diversity and unequal needs of users, and ensure equal starting positions for all children by the start of primary school. The complete set of criteria is covered by the term *inclusiveness*. In

terms of our own conceptual triad, equal opportunities and (some) equal treatment strategies contribute to the accessibility of ECEC services while (other) equal treatment and outcomes strategies contribute further to the inclusiveness once children get access to ECEC.” (Ünver & Nicaise, 2016, p. 6f)

On a policy level (see e.g. Armstrong, Armstrong, & Barton, 2016; Hardy & Woodcock, 2015), inclusive education is portrayed as a cross-cutting principle in the organization and functioning of education systems facilitating and diversifying teaching and learning processes (UNESCO International Bureau of Education, 2016). The UNESCO suggests four key elements defining the term inclusion:

Inclusion is a process.

That entails that inclusion has to be seen as a never-ending search to find better ways of responding to student diversity. It is about learning how to live with difference and learning how to learn from difference. In this way, differences come to be seen more positively as a stimulus for fostering learning among children and adults.

Inclusion is concerned with the identification and removal of barriers. Here barriers may take different forms; some of which are to do with the way schools are organized, the forms of teaching provided and the ways in which children’s progress is evaluated. Consequently, it is necessary to collect, collate and evaluate evidence about these factors in order to plan for improvements in policy and practice. This involves using evidence of various kinds to stimulate creativity and problem solving.

Inclusion is about the presence, participation and achievement of all students.

Here ‘presence’ refers to where children are educated and how reliably and punctually they attend school; ‘participation’ relates to the quality of their experiences while they are present and therefore must incorporate the views of the learners themselves; and ‘achievement’ is about the outcomes of learning across the curriculum, not merely test or examination results.

Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.

This indicates the moral responsibility to ensure that those groups that are statistically more at risk are carefully monitored and that -where necessary - steps are taken to ensure their presence, participation and achievement within the education system.

(UNESCO International Bureau of Education, 2016, p. 13)

At the micro-level of educational institutions, the concept of curriculum is a core element in education, and the term inclusive curriculum is applied in both research and policy documents to underline the importance in terms of combating educational inequality. Curriculum can be understood as “the knowledge, skills and values that children are meant to acquire in educational establishments” (Sylva, Pastori, Lerkkanen, Ereky-Stevens, & Slot, 2016) (WP4, D4.1). An inclusive curriculum should be adapted to the various needs of the learners and should have embedded the universal human right to education for all. UNESCO’s International Bureau of Education (2016) states that “...the curriculum is the central means

through which the principle of inclusion is put into action within an education system” (p. 23) and emphasizes four characteristics of an inclusive curriculum:

- “structured and yet capable of being taught in such a way that all students can participate;
- underpinned by a model of learning which itself is inclusive - therefore, it needs to accommodate a range of learning styles and to emphasize skills and knowledge that are relevant to students;
- sufficiently flexible for responding to the needs of particular students, communities and religious, linguistic, ethnic or other groups - it cannot be rigidly prescribed at national or central level;
- structured around varying levels of entry skills, so that progress can be assessed in ways that allow all students to experience success.”

A main responsibility for realizing an inclusive curriculum lies on the shoulders of the professionals in educational institutions (see especially WP5/D5.1) and, therefore, inclusive teachers and teaching, inclusive educational leadership as well as inclusive teacher education are crucial elements for inclusive education (Nivala & Hujala, 2002; OECD, 2010a; Operti & Brady, 2011). Accordingly, the preschool/Kindergarten and school, next to family, represent the most significant microsystems for providing inclusive educational environments.

Regarding educational institutions, current evidence (OECD, 2015a, 2015b) reveals that successful inclusion of students with immigrant background can be facilitated among others through maintaining high expectations for all students and ensuring feelings of membership and belongingness (Mok, Martiny, Gleibs, Keller, & Froehlich, 2016). According to can education systems help immigrant students to integrate into their new communities by (OECD, 2015b, p. 10):

- Immediate policy responses
 - Provide sustained language support, within regular classrooms as soon as it becomes feasible.
 - Encourage immigrant parents to enrol their young children in high-quality early childhood education.
 - Build the capacity of all schools attended by immigrant students.
- High-impact, medium-term responses
 - Avoid concentrating students with an immigrant background in disadvantaged schools.
 - Avoid ability grouping, early tracking and grade repetition.
 - Provide extra support and guidance to immigrant parents.
- Responses to strengthen integration
 - Support innovation and experimentation, evaluate results and target funding to what works.
 - Demonstrate the value of cultural diversity.
 - Monitor progress.

The OECD (2010b) systematized several initiatives in different countries aiming at supporting schools and teachers to create inclusive school environments and improve teaching and learning in socially, culturally, and linguistically diverse schools. Examples for measures found are the introduction of multicultural education and cultural diversity as part of initial teacher education programs (e.g., Norway, Sweden), fostering a positive school climate (e.g.,

UK, Ireland) and providing opportunities for collaboration among schools (e.g., UK, Netherlands). Yet, according to WP4/D4.1, the effectiveness of such measures so far has not been systematically examined. Furthermore, the same report states that teachers and schools have little access to guidelines and advice related to migrant education, as well as lack of access to relevant research and evidence on effective practices. It seems thus important to provide a scientific basis for sharing of good, effective practices between schools across European countries.

When focusing on a scientific and research-based understanding of the term inclusion and inclusive education, a lack of a precise and operationalized terminology and conceptualisation has recently been emphasized, particularly in special need education (Florian, 2014; Göransson & Nilholm, 2014a, 2014b; Haug, 2014; Nilholm & Göransson, 2017; Reindal, 2016).

In a critical review of the research literature on inclusion Göransson and Nilholm (2014a) identified four distinct understandings of inclusive education, mainly based on literature from the field of special needs education:

- (1) inclusion as the placement of pupils with disabilities in mainstream classrooms
- (2) inclusion as meeting the social/academic needs of pupils with disabilities
- (3) inclusion as meeting the social/academic needs of all pupils and
- (4) inclusion as creation of communities.

The third and fourth understanding are considered as specifically relevant for ISOTIS, as the project wants to create effective and inclusive curricula and pedagogies in early childhood education and care centers as well as primary schools and addresses professionalization of staff, centers and schools to improve quality and inclusiveness.

ISOTIS considers strategies to combat inequality and to increase inclusiveness as major pillars of a wider policy that supports integration, participation and social mobility and by that, provides inclusive education for all children. In accordance with a bio-ecological model of human development (see section 2.2) the project addresses actions strengthening inclusive education at different levels, such as parent and family support, curriculum and pedagogy development, professional development, inter-sectoral services coordination, and national education policy.

Social Support

Social support involves the perception that one is cared for, has assistance available from other people, and that one is part of a supportive social network, and the nature of support received. One can distinguish between four common functions of social support: Emotional support is the offering of empathy, concern, affection, love, trust, acceptance, intimacy, encouragement, or caring. It is the warmth and nurturance provided by sources of social support. Tangible support is the provision of financial assistance, material goods, or services, also called instrumental support. Informational support is the provision of advice, guidance, suggestions, or useful information to someone. Companionship support is the type of support that gives someone a sense of social belonging.

Social support, in general, refers to constructive and helpful interaction with others. Social support may be provided in a formal (e.g. municipal family support services) or in an informal

way (e.g. support by members of families and neighbourhoods). Findings of Li, Heath, and Devine (2015) indicate that informal social support, based on both kin and non-kin relationships deserve further research attention in terms of diversity and inclusion in society.

In a bio-ecological perspective, it is obvious that cultural experiences, expectations and peculiarities within multi-ethnic and marginalized families and communities are of great importance as resources for efficient and targeted social support (Bono, Sy, & Kopp, 2016; Mui & Anderson, 2008; Rodríguez-Valls & Torres, 2014). On the level of the individual child, perceptions of support and caring from teachers and peers is affecting a number of psychosocial prerequisites for learning (e.g. motivation, perceived competence, investment of effort) and contributing through this to academic performance (OECD, 2015b). OECD concludes that: "While teachers are critical to immigrant students' success in schools, so are their parents. Students do better when their parents understand the importance of schooling, how the school system works, and how best to support their child's progress through school" (OECD, 2015b, p. 10). Thus, it is reasonable to assume that the parental support of children in their home environment can be strengthened by social support of their parents and families.

Furthermore, at a macro level, social supportive school-and classroom climates seem to have a crucial impact on children's learning and development in a variety of domains (L. M. Hopson, K. Schiller, & H. Lawson, 2014; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Social integration of individuals and families as well as social relations are fundamental prerequisite for families to be able to benefit from social support (Colaner, 2016; Ensor & Hughes, 2010; Feeney & Collins, 2015; Geens & Vandebroek, 2014; Gross, Breitenstein, Eisbach, Hoppe, & Harrison, 2014; Li, 2015; Respler-Herman, Mowder, Yasik, & Shamah, 2012).

According to the literature, family's informal social support networks have a large potential for strengthening family functioning and represent an important source of resources for meeting family concerns and needs (Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002; Dunst & Trivette, 2009; Forry, Wessel, Simkin, & Rodrigues, 2012; Gould, 2017). Cunha and Heckman (2008) have emphasized the significance of parental investments for the formation of non-cognitive skills, which in turn promote the formation of cognitive skills. It has been shown that, cultural values of origin and specific conditions of acculturation and participation in the host society play an important role for school success for children from immigrant families (Nauck & Schnoor, 2015).

According to the work of WP3, parental support refers to means any services or activities that are designed to help parents or becoming parents in developing or maintaining appropriate parenting skills. Reaching out to immigrant parents, stimulating and supporting parental involvement and participation in children's education, is supposed to be an important force promoting children's educational success (Brooks-Gunn & Markman, 2005; Carolan & Wasserman, 2015; Respler-Herman et al., 2012).

WP3 distinguish between several approaches of parenting support. In general, *parent training* helps parents to develop the skills necessary to manage their child's behaviour involving techniques that allow parents to correctly identify, define and respond to childhood behaviour. *Parenting programs* provide active skills training to parents involving video or live modelling skills, practice of skills, feedback following direct observation of parent-child interaction, between-session homework and contingency management principles (e.g., logical consequences, time out and quiet time) (Mejia, Calam, & Sanders, 2012).

Centre-based parenting support may be offered by educational institutions, particularly ECEC centres. They focus on the child to influence a child's development by providing learning experiences. *Home-based support* aims at improving parenting skills and the child's development through providing a supportive home environment, and helping parents to notice, reflect on and interpret the meaning of their child's behaviour to acquire deeper understanding of their child's needs and expectations, challenging behaviour and reduce potential interaction problems (Spieker, Oxford, Kelly, Nelson, & Fleming, 2012). *Community-based parenting support services or activities* are offered by community institutions (e.g. family centres, playgroups). *Universal parenting support programs* are offered to all families with children having a universal preventative character. Public childcare systems may also represent a form of universal support since support for the parents is defined as a key component of Early Childhood Education and Care (ECEC) in many curricular frameworks around the world. *Targeted parenting support programs* are offered to specific target groups such as immigrant families, low SES families, poor families, refugees. Examples of these targeted approaches are Head Start, PEEP (Parents Early Education Partnership), The Incredible Years, STEEP (Steps towards effective and enjoyable parenting) or Opstapje (Step up).

As an example of educational relevant family-processes (micro-system) D1.1 mentioned two class-specific parenting practices based on ethnographic studies conducted by Lareau (2003). The first one is "concerted cultivation" characterized through parents' school engagement, children's participation in extra-curricular activities, and the amount of educational materials in the home and typically pursued by middle and upper class parents. It promotes among children a sense of 'entitlement' and confidence creating a cultural edge in educational settings. The second one, the "natural growth approach", including keeping children safe, enforcing discipline and regulating their children's behaviour, is typical for working class parents. Quantitative studies provide support for the concept of concerted cultivation (Carolan & Wasserman, 2015; Cheadle, 2009; Cheadle & Amato, 2011; Irwin & Elley, 2011). Whereas socioeconomic status is the major correlate of parents' use of concerted cultivation, important racial/ethnic differences in concerted cultivation remain. Thus, different forms of social support might be of specific importance for reaching the diverse group of disadvantaged parents and families. Tailored support providing new insight and allowing for new and more appropriate parental actions and engagement and may contribute to a better understanding of educational systems and services. This, in turn, may strengthen the school-parent-collaboration.

Parenting or family support programmes strive to help parents to create safe, nurturing and stimulating family environments. The potential effectiveness of parental supportive interventions has been proven in a number of domains of learning and development (e.g., Anders, Hachfeld, & Wilke, 2015; Anders et al., 2012; Blok, Fukkink, Gebhardt, & Leseman, 2005; Hachfeld, Anders, Kuger, & Smidt, 2016; Leseman & Van Tuijl, 2001; Reynolds, Ou, & Topitzes, 2004). A recent review of 15 well-designed interventions for parenting support reports substantial positive effects on outcomes for children (health, cognitive, and social-emotional development; Engle et al., 2011).

A child growing up under disadvantaged conditions is in danger of being exposed to several risk factors in early childhood, both in the family and the wider context of the family. This may negatively affect the development of intellectual skills, school achievement, social-emotional competence, social adjustment, and health, and the effects are probably based in mediating emotional mechanisms (Ackerman, Brown, & Izard, 2004; Leseman & Hermanns, 2002; Sameroff & Fiese, 2000; Shonkoff et al., 2012). For immigrants and ethnic-cultural minorities

the experience of being marginalized and discriminated constitutes a risk factor in its own right (García Coll & Magnuson, 2000; Ünver & Nicaise, 2016). An increased number of risks resulting from poverty, discrimination and marginalization that cannot be dealt with effectively causes chronic stress (Bornstein & Bradley, 2002; Bradley & Corwyn, 2002). Parental stress undermines the motivation to stimulate the child and to monitor the child's safety and well-being; it can lead to harsh parenting, child abuse and child neglect (Conger et al., 2002). The negative effects of risk accumulation can be off-set by support from the social network of the family, which helps parents to maintain positive child-centred emotions (Ackerman et al., 2004). WP3 (D3.1) provided a number of examples from research discussing different findings and challenges regarding family support.

The purpose of ISOTIS is to provide a comprehensive overview of promising approaches to parent and family support, review the evidence, analyse effective characteristics of good practice, and provide concrete guidelines for developing effective parent- and family-focused programmes that build on families' cultural and linguistic resources. A key question is how families' cultural and linguistic resources can be better included in programmes of family support and in the curriculum and pedagogy of ECEC and primary schools. Case studies will be conducted to identify, articulate and review promising approaches to family support, curriculum and pedagogy development, professional development, and inter-agency coordination. Case studies will involve document analysis, expert consultation, observation and focus group interviewing.

Doing so, ISOTIS focuses on institutional configurations, parent and family support, educational practice, professionalization of educators and organizations, cultural identity and heritage language support, and local services systems. One key question is to what extent local education and social support systems recognize and incorporate families' strengths and resources, which is a main topic in the interview study. ISOTIS addresses actions at the levels of parent and family support, curriculum and pedagogy development, professional development, inter-sectoral services coordination, and national education policy.

WP 3 addresses particularly the role of parenting support and home-based education programs to help parents in creating safe, nurturing and stimulating home environments, addresses as such the micro-level of families, and the meso-level of family support systems. It focuses on both home- and community-based approaches as well as centre-based initiatives that involve parents to strengthen both, the home-learning environment and school-parent partnerships for children in the under six years of age. A broad overview of existing approaches will be provided, available evidence collected and good practices examinee in-depth as a basis for the formulation of widely applicable recommendations for the development and implementation of parent- and family-focused support programs.

Integrating these findings with the results from the interview studies of WP 2, ISOTIS will employ design-based research for developing transferable models of family support, curriculum and pedagogy development, and professionalization using ICT technology. A transferable family-focused program prototype using an ICT-based virtual learning environment will be developed, implemented and evaluated. Design-based research includes operationalization of theoretical knowledge in concrete actions and materials, involvement of stakeholders, and repeated formative evaluations based on observation and interviewing. Design-based research is deemed essential for creating transferable models of good practice as concrete deliverables, but also, and foremost, for contextualizing scientific knowledge in

relevant action contexts to generate practical knowledge that can bridge the theory-practice gap (Reeves, 2012).

Tackle Inequalities

In general, the educational opportunities of children in disadvantaged families are unequal, i.e. the chances to succeed are smaller for these groups compared to non-disadvantaged groups (Delhaxhe et al., 2009; Engle et al., 2011) and research indicates that risk factors act accumulatively (Atzaba-Poria, Pike, & Deater-Deckard, 2004). Obviously there are inequalities, e.g. in terms of the opportunities the system offers, the opportunity to take access and take advantage of these opportunities in diverse societies.

Children growing up in poor families, in families with low socio-economic status, and in immigrant families are at risk for disadvantages in cognitive, language and socio-emotional development (Bradbury, Corak, Waldfogel, & Washbrook, 2015; Burkam & Lee, 2002; Delhaxhe et al., 2009; García, 2015). The impact of socio-economic (and cultural) conditions in the family background on children's educational outcomes is well documented for early childhood (e.g. Sylva, Melhuish, Sammons, Siraj-Blatchford, & Taggart, 2004), educational achievement in primary school (e.g. Gustafsson, Hansen, & Rosén, 2013) and secondary education (e.g. Gary N Marks, Cresswell, & Ainley, 2006) but also for educational transitions and final educational attainment (R. Breen, Luijkx, Muller, & Pollak, 2009; M. Jackson, 2013; Shavit & Blossfeld, 1993).

One can distinguish between two basic concepts of inequality, social and educational inequalities (WP3/D3.1). *Social inequalities* refer to a pattern whereby resources in a given society are distributed unevenly, typically through norms of allocation along lines of socially defined groups. Access to social goods can be uneven for groups that are defined by power, religion, class, race, ethnicity, gender etc. *Educational inequalities* refer to the unequal distribution of academic resources, including ECEC and school funding, qualified and experienced pedagogical staff, books, learning materials, and technologies to socially excluded groups. Often, the unequal distribution is based on or related to group membership (geographical - location/within districts or cities, region, urban/rural -, wealth, ethnicity, religion, language spoken at home...). A common indicator of the presence of educational inequality/inequity is the percentage of variation in attainment (competencies, scores, etc.) that is explained by their SES (Socio Economic Status) or ESCS (Economic, Social and Cultural Status) (e.g. OECD, 2013).

Beyond mere socio-economic differences, *immigrants and children of immigrant families* sometimes find themselves additionally disadvantaged compared to native children in terms of educational participation and outcomes, although achievement gaps tend to wane across generational state of immigration (Riederer & Verwiebe, 2015). Additionally, origin and destination cultures as well as the socio-cultural interaction between various origin and receiving countries can make a large difference with regard to migrant-native gaps in education and labour market outcomes (M. Levels, Dronkers, & Jencks, 2014; van Tubergen, Maas, & Flap, 2004). Migrant-native gaps turn out to be smaller in receiving countries with more selective migration (like UK) as compared to countries with a long-standing 'guest worker' tradition (like Germany or Netherlands) or humanitarian migration countries (like Sweden or Norway) or southern European countries (like Italy, Portugal, or Greece) which have experiencing a recent inflow of low educated migrations in the 2000s (OECD/European Union, 2015). According to D1.1, enormous differences in the educational success between

children of particular ethnic backgrounds and natives exist within countries, which are only partly attributable to socio-economic compositions, educational aspirations and acculturation conditions (Mark Levels & Dronkers, 2008; von Below, 2007; Worbs, 2003).

Addressing inequality in education, it may be useful to distinguish between *object* and *level* of inequality (WP1/D1.1). Objects of inequality are *learning outcomes* and *learning environments*. *Learning outcomes* refer to children's intellectual and socio-emotional capacity at a certain point in time expressed in specific skills, abilities, and competencies. *Learning environments* relate to children's participation in educational contexts such as pre-school or schools, but of course also home learning environments, providing (or not providing) specific opportunities ensuring intellectual and socio-emotional stimulation and progress.

Regarding the level of inequality, differentiating between inter-individual and inter-group differences, D1.1 distinguish between what Van de Werfhorst and Mijs (2010) label as inequality as dispersion and inequality in educational opportunity. *Inequality as dispersion* is referring to variation in individual circumstances referring to children's abilities and talents, their learning efforts, as well as their environmental opportunities. *Inequality in educational opportunity* refers to the degree that variation in learning outcomes can be explained by characteristics such as the socio-economic status of the parents, child's ethnicity and migration status or child's gender.

The latter is closely related to the concept of intergenerational social mobility, and to the moral concept of an open society ensuring equal chances, as greater social inequality in educational opportunity translates into less social mobility. A large body of literature on inequality of opportunity has investigated the association between ascribed status characteristics and attainment of educational qualifications and social positions in the stratification system (e.g. occupation, or social class), and, how these associations differ between countries and change over time (Richard Breen & Jonsson, 2005). Thus, social inequality in educational attainment is in conflict with the provision of equal opportunities by hampering generational mobility in income and socio-economic status (Corak, 2004). However, in a recent analysis of cognitive and non-cognitive skills gaps in kindergartens in the US, García (2015, p. 29) concluded that "Gaps based on socioeconomic status are very significant and prevalent, while those based on race/ethnicity are largely sensitive to the inclusion of socioeconomic status (and other controls). These findings indicate that inequalities at the starting gate are largely the result of accumulated social and economic disadvantages; that socioeconomic status, or social class, is the single largest predictor of early education gaps; and that gaps based on race are primarily a result of the many factors for which race mediates and that minority groups disproportionately experience ...".

It is a core intention of ISOTIS to provide research based knowledge about how to tackle inequality and the problems arising from diversity with the purpose to increase participation, integration and deployment of human potential. According to WP1/D1.1 necessary to create a robust empirical understanding of (1) when and how in the life span of children social and ethnic gaps in early skills and abilities, educational achievement and attainment are emerging and (2) how institutional settings of educational systems may compensate or amplify inequalities by shaping opportunities and constrains for children's development. However, investigations that trace when and how social and ethnic achievement gaps unfold over the early years are still very rare. Furthermore, while recent comparative work has analyzed social gaps in achievement in North America, Australia and the UK (Bradbury et al., 2015; Feinstein, 2003; Votruba-Drzal, Coley, Collins, & Miller, 2015), up to now, there is hardly any

comparative study among European countries that exhibit richer heterogeneity in institutional settings. The variation in educational gaps and trajectories across different states, systems, and regions, however, could provide essential clues for identifying successful or poor strategies of educational policies and practices in order to tackle inequalities. A longitudinal and cross-national perspective taking into account the wider context of societies and education in Europe could reveal the roles of early education and care interventions and practices, comprehensive and inclusive schooling, modern teaching approaches, and family support programs for effectively tackling inequalities and enhancing equal opportunities for children from migrant and less-advantaged families.

2.2 THE BIO-ECOLOGICAL APPROACH - JOINT THEORETICAL PLATFORM OF ISOTIS

ISOTIS aims to understand and contribute with solutions on how Europe may tackle early social and educational inequalities, and Bronfenbrenner's bio-ecological model of human development is chosen as the joint theoretical approach (Bronfenbrenner, 1986, 2005; Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Morris, 2006). All WPs are explicitly basing their work on the bio-ecological approach but have a specific focus on different systems within the model. Bronfenbrenner's model almost naturally becomes the overarching conceptual framework, reflecting its comprehensive approach to the dynamic, diverse, multilevel, and interrelated influences on children's development.

Human development, according to this model, results from the recurrent interactions (*proximal processes*) of a person with his or her immediate environment across the entire lifespan. Proximal processes in a person's microsystems are the drivers of development and, in each stage, the product of personal characteristics and the physical, social and symbolic factors present in the microsystems. How interactions shape developmental outcomes depends on their regularity and intensity as well as on the interactions with and between person and context. According to Bronfenbrenner and Morris (2006), three specific person characteristics – age, gender, and ethnicity – seem to be particularly important because of their pervasive effects on development as they place individuals' in particular environmental niches, with specific roles and positions in society.

Interactions become increasingly complex over time and involve the physical, social and symbolic structures that are embedded in the *microsystem* of the immediate environment while being shaped and influenced by physical circumstances, social agents (e.g., parents, teachers), and the practices with tools and symbol systems that have evolved over human cultural history (e.g., concerning language, literacy, maths). Microsystems involve a "pattern of activities, social roles, and interpersonal relations experiences by the developing person in a given face-to-face setting with particular physical, social, and symbolic features" (Bronfenbrenner, 1994, p. 1645).

In every stage of development, and across subsequent stages, the person participates in several microsystems (e.g., family, peer group, classroom). These microsystems together form the *mesosystem* of the person representing the connection between microsystems (e.g., the family-school-playfield-neighbourhood mesosystem). The social agents involved in a person's microsystem are connected to other social agents' microsystems through their own mesosystems. These indirect relations with other social agents (e.g., colleagues of the parents at work), are referred to as *exosystems*. The micro-, meso- and exosystems of all social agents that directly or indirectly relate to a person, together, form the *macrosystem*

representing cultural norms, societal values and shared belief systems of societal groups. Finally, the model takes time into account, referred to as the *chronosystem*. This includes major life transitions, environmental and historical events occurring during development and interacting with all the systems in the bio-ecological model. Changes in family situation, residence, and transitions from preschool to school, or from one school to another, are examples of those represented by the chronosystem.

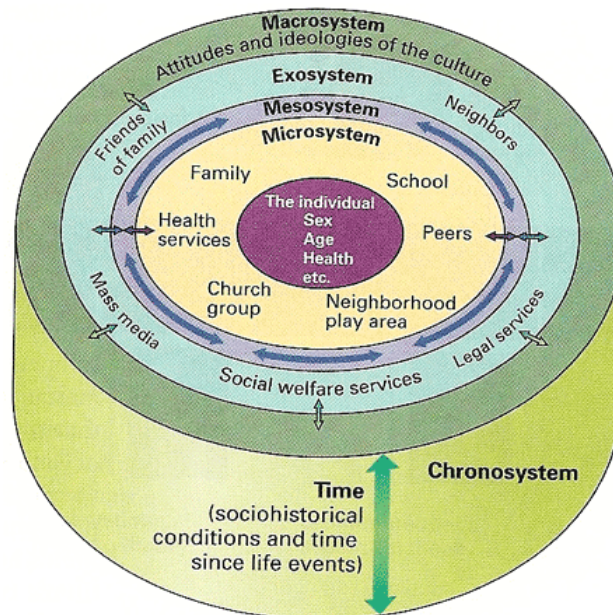


Figure 1. Bronfenbrenner's bio-ecological model of personal development (Santrock, 2007).

According to Garbarino and Gazel (2000) microsystems provide both opportunities for and risks to development. On the one hand, opportunities for development emerge from relationships that provide material, emotional, and social encouragement, compatible with children's current needs and capabilities. On the other hand, risks to development may emerge from "direct threats and the absence of normal, expectable opportunities" (p. 77). Related to sociocultural risk, social toxicity may arise from the absence of essential experiences and relationships. Garbarino and Abramowitz (1992) identified three ways how microsystems can result in the impoverishment of children's experiences, microsystems that are too small (i.e., that provide a limited set of relationships in terms of age groups, generations, and backgrounds), microsystems that are too one-sided (i.e., that lack reciprocity or power balance); microsystems that are too negative (i.e., in terms of affective tone).

Consistent with this conceptualization of possible risks within the microsystem, Leseman and Van Den Boom (1999) proposed that proximal processes can be evaluated with respect to quality, quantity and content. Quality refers to the degree in which a person can initiate, shape and control his or her interactions in the micro-system to match personal characteristics and skill level optimally, and is dependent on the safety, responsiveness, and balance between novelty and manageability of the environment. Quantity refers to the frequency and duration of proximal processes, the coherence of proximal processes across microsystems, and the total time that is given to develop in particular area, and is dependent on the organization of a

person's mesosystems. Content refers to the type of skills, knowledge, attitudes and other characteristics that a person develops through proximal processes. The contents of proximal processes are especially dependent on what social agents and the wider meso- and macrosystems present and organize to shape the proximal processes. These conceptualizations are also correspond with definitions of quality in educational microsystems (e.g., preschool, primary education) that incorporate both structural features (such as group size and staff-to-children ratio) and process features, which include activities and teacher-child and child-child interactions (Slot, Leseman, Verhagen, & Mulder, 2015).

All central components in the bio-ecological approach are important for the comprehensive objectives and aims of ISOTIS to reduce educational and social inequalities, in both centre-based early childhood education and primary education. The approach also provides an adequate frame to reconcile both cognitive (i.e., academic and school performance) and non-cognitive skills (i.e., self-regulation, creativity, cooperation) for all children, including children from disadvantage or migrant backgrounds.

In the following sections, main concepts in ISOTIS are presented, structured by the core concepts of the bio-ecological approach, the individual, micro-, meso-, exo-, macro- and chronosystem.

The individual

- **Gender, age, ability:** According to the bio-ecological model, individual characteristics such as gender, age and ability are significant factors in human development. These characteristics are also important for multicultural education and are closely involved in forming cultural identity and the experience of being included or excluded and tightly (Bradshaw, Jay, McNamara, Stevenson, & Muldoon, 2016; Dines & Humez, 2011; Okoye-Johnson, 2011; Reid, 2002; Sleetter & Grant, 2007).

- **Language**
 - **Mother tongue of the child:** The language first learned by a child, native language, a parents' language
 - **Bilingualism (of the child):** Native-like speaking of two languages by the child
 - **Multilingualism of the child:** Multilingualism is the use of two or more languages by the child.

- **Cultural identity of the individual child:** Cultural identity is the identity or feeling of belonging to a group. It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture. The child's cultural identity can be different from their parents. This may cause intergenerational conflict (-> cultural identity of the parents)

- **Self-regulation:** Self-regulation is the ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation. It includes the abilities to inhibit first responses, to resist interference from irrelevant stimulation, and to persist on relevant tasks even when we do not enjoy them. Self-

regulation has been shown to be a central ability of children for later success in school and life.

- **Child well-being:** Several definitions have been suggested to provide indicators of child well-being mainly rooted in the (Western) culture of developed countries (Ben-Arieh, Casas, Frønes, & Korbin, 2013; Ben-Arieh & Frønes, 2007a, 2007b, 2007c). Child well-being may become more apparent during developmental transitions between different stages in life. Child well-being is not fundamentally different from human well-being. However, children are much more dependent on a nurturing and stimulating environment and childhood poverty and other deprivations in child well-being can affect the rest of the individual's life. This is because childhood is a one-shot window of opportunity for development and learning.
- **Socio-cognitive skills:** It is important to know how socio-cognitive skills, i.e. “understanding of the social world” (DeHart, Sroufe, & Cooper, 2004, p. 232), develop during early and middle childhood, since these skills are likely to impact the effectiveness of interventions to reduce prejudice and social inequalities. Young children may already exhibit prejudice in preschool. One interpretation is that these attitudes and behaviours in part reflect children's cognitive limitations and lack of social sophistication (Levy, Rosenthal, & Herrera-Alcazar, 2009; Pfeifer, Brown, & Juvonen, 2007). Doyle and Aboud (1995) conducted a longitudinal study to examine the changes in prejudice between ages 6 and 9, and found that age-related decreases in prejudice are associated with children's socio-cognitive development. However, this socio-cognitive developmental view may not account for differences in prejudice among children with similar cognitive skill levels (Levy, Rosenthal, Herrera- Alcazar, 2009). Lack of cognitive and socio-cognitive skills such as conservation, classification, moral judgment, and perspective/role taking may be associated with the development of prejudice. For instance, children who have mastered conservation skills have found to be less prejudiced (Doyle & Aboud, 1995).

Microsystem

The microsystem embraces face-to-face setting for the individual human being with particular physical, social, and symbolic features.

- The **family is the first and most influential micro-system** taking effect on children's development and respectively being shaped by the child. A further micro-system with universal relevance in Europe is any form of ECEC experience, such as daycare or preschool settings and school.
- The **quality of the home environment** is understood as a multidimensional concept, capturing the dimensions of structural quality, process quality and parental beliefs. Structural quality refers to aspects such as family income, parental educational level, socioeconomic status and immigration status, but also the availability of materials and other environmental characteristics (e.g. size of the house/apartment, availability of family support and social networks, violent neighbourhoods...). Parental beliefs cover educational beliefs such educational aspirations and values, self-efficacy, and the process quality refers to the activities (e.g. book-reading, outdoor activities, going to the library) and the quality of interactions between parents and children as well as the family climate

as a whole. The model assumes that structural aspects and beliefs have an impact on process quality which takes in turn direct effect on children and their development.

- The **home learning environment (HLE)** is a broad term introduced by Melhuish and co-workers (Melhuish et al., 2008; Melhuish, Sylva, Sammons, Siraj-Blatchford, & Taggart, 2001), who found that it was predictive of early development. The HLE encompasses the availability of resources that promote learning (such as books, jigsaws and puzzles) and parent-child interactions that promote learning, and has been assessed in multiple ways. These include parental reports of resource availability (e.g. the number of books available to the child within the home, Anders et al., 2012; Phillips & Lonnigan, 2005) and parental reports of home learning experiences (e.g. the regularity with which a parent teaches a child letter sounds, Skwarchuk, Sowinski, & LeFevre, 2014). A variety of studies using different indices of the HLE have demonstrated that a higher quality HLE is associated with stronger educational attainment such as early number skills and early literacy, and later mathematical and literacy attainment (Anders et al., 2012; Blevins-Knabe & Musun-Miller, 1996; LeFevre et al., 2010; LeFevre et al., 2009; Melhuish et al., 2008; Skwarchuk et al., 2014). We assume domain-specific and global aspects of the home learning environment for all three dimensions and acknowledge the domain-specificity of child development.
- **Home literacy environment:** A more limited aspect of the home learning environment is the home literacy environment. This refers to the domain of language and literacy only and has been defined in multi-faceted way including the measures of the duration of shared picture book reading, number of picture books, joint attention and contextual variables such as family literacy (Payne, Whitehurst, & Angell, 1994; Schmitt, Simpson, & Friend, 2011).
- **Structural aspects of the home environment** relate to characteristics such as family size, number of siblings, income, parental educational level, occupation status, immigration status, the availability of materials (e.g. books in the household, number of children's books, games, toys), availability of garden space etc. They can impact the process quality of the home environment.
 - **Immigration background of the family:** Parents who have been settled in a country of which they are not a native
 - **Mother tongue of the parents:** The language first learned by the parents, native language, a grand-parents' language
 - **Family language / home language:** language use within the home among family members
 - **Multilingualism in the family:** Multilingualism is the use of two or more languages in the family.
- **Extra-curricular activities, out-of-school activities:** Extra-curricular activities are activities outside of class activities including e.g. arts, sports, politics, volunteer activities, different forms of employment, and other forms of leisure time activities. The provision of out-of-school activities has been acknowledged as providing a bridging function between home and school. Furthermore it also allows children to develop other skills needed to succeed in life, such as social competence or leadership. These activities have been

shown to be effective for improving educational and social-emotional outcomes and decreasing delinquency and substance abuse (see section 2.4, cross sectional concepts).

- **Educational beliefs cover beliefs, attitudes and orientations that are relevant to educational processes and may impact the process quality** of the home environment. Examples are educational aspirations, the expectations regarding ECEC and school system, the wish for parental involvement in educational institutions, attitudes towards the mother tongue and the vernacular/national language, parenting self-efficacy etc. In the following most relevant beliefs and orientations are outlined.
 - **Parental educational aspirations:** Educational goals parents set for their children.
 - **Parenting self-efficacy (maybe link to empowerment):** Perceived parenting self-efficacy (PPSE) refers to the “beliefs or judgments a parent holds of their capabilities to organize and execute a set of tasks related to parenting a child” (Montigny & Lacharite, 2005, p. 390). Parents with a high level of PPSE are more likely to be involved with their child’s education and feel like they can make a positive difference in their child’s life. Moreover, higher levels of PPSE may buffer against factors (i.e., parental depression, anxiety, and stress) that can compromise a child’s development. Studies have found parental stress is negatively associated with a parent’s perceived feelings of competence in their role as a parent (A. P. Jackson & Huang, 2000; Kuhn & Carter, 2006).
 - **Language ideology** (also referred to as linguistic ideology) is a concept used to characterize any set of beliefs or feelings about languages as used in their social worlds. The family may be understood as one social world.
 - **Cultural identity of the parents:** Cultural identity is the identity or feeling of belonging to a group. It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture. Parents’ cultural identities can be different from each other and different from their growing-up children. Discrepancies may cause conflict.
- **High process quality** in families is given, when children grow up in a safe, emotionally warm and stimulating home environment, so that their well-being is ensured and they are optimally promoted in their cognitive, language-related and socio-emotional development.
 - **Parenting skills:** The style of parenting and caregiving. Good parenting skills are often described as characterized by a sensitive, cognitively stimulating, and moderately controlling approach
 - **Formal and informal parenting activities:** Different domains of child development may be fostered with formal and informal activities. Informal activities in the area of literacy are for example story-telling or shared book-reading. Formal activities are activities such as teaching the alphabet, teaching to write the names of family members. Informal activities in the area of mathematics and numeracy are activities such as integrating counting and comparing into children’s play. Formal activities are activities such as teaching numbers, counting or calculating.

- **Self-regulation:** Self-regulation, which is already mentioned in the previous section about the individual, is also a central ability at the side of the parents to provide a stimulating home environment.
- **Parental/Parenting Stress:** Parenting stress is a normal part of the parenting experience. It arises when parenting demands exceed the expected and actual resources available to the parents that permit them to succeed in the parent role. Hypotheses regarding the formation and maintenance of parent-child relationships, and regarding daily “hassles,” predominate in theories of parenting stress. Relationship-focused theories place the emphasis on parenting stress that arises from various domains, including the parent herself or himself, the child, and the qualities of their dyadic relationship. Hassles-focused theories place the emphasis on the various mild to moderate stressors that arise in a typical day or week in the life of a household with young children or adolescents. The “relationship” and “hassles” viewpoints offer unique and complementary perspectives on the causes and consequences of distressed caregiving, with ample empirical evidence supporting both frameworks. Beyond these general frameworks, the literature shows that parental age, gender, psychopathology symptoms, personality characteristics, and social cognitions (e.g., attitudes, self-concept)—as well as child factors such as serious illness or disability, behavioural and emotional problems or disorders, and typical variations in temperament—all contribute to, and are influenced by, the level of parenting stress in the caregiver. The socioeconomic situation can also heavily influence perceived parenting stress and the home environment.
- **Family language policy:** Family language policy can be defined as explicit (Shohamy, 2006) and overt (Schiffman, 1996) planning in relation to language use within the home among family members. Family language policy is an important area of investigation as it sets the frame for child–caretaker interactions, and, ultimately, child language development (de Houwer, 1999), while also providing a window into parental language ideologies, thus reflecting broader societal attitudes and ideologies about both language(s) and parenting.
- **Family language practices:** The way how families make sense of multilingualism, such as the extent parents maintain continuity in language choice over time. Family language practices are also related to family decisions about language in changing contexts and how particular language practices (e.g. translation, interpretation or child language brokering) define families’ lives
- **Quality of home language:** refers to aspects like home literacy and the complexity and correctness of the language used.
- **Dialogic reading:** Dialogic reading is a reading practice using picture books to enhance and improve literacy and language skills. The basis for this is asking simple questions and following up with expanded questions. There are numerous studies that show the improvements from using this method.
- **ICT in families:** New forms of information and communication technologies (ICTs), such as instant messaging (IM), social media sites (e.g., Facebook, Twitter), and email are also used as ways for communication in families, and have therefore influenced family communication over the past years. Furthermore, ICT-based games and educational tools such as reading apps, learning games are more and more used.

- **Early Childhood Education and Care (ECEC):** Early Childhood Education and Care is also part of the micro-system for the great majority of children under school age. Children's daily experiences drive child development. To optimise the child experience it is possible to act upon several characteristics and hence improve the quality of ECEC. Aggregating evidence across much research (Melhuish et al., 2015) indicates that the following quality characteristics of Early Years provision are important for enhancing children's development:

- Adult-child interaction that is responsive, affectionate and readily available
- Well-trained staff who are committed to their work with children
- A developmentally appropriate curriculum with educational content
- Ratios and group sizes that allow staff to interact appropriately with children
- Supervision that maintains consistency in the quality of care
- Staff development that ensures continuity, stability and improving quality
- Facilities that are safe and sanitary and accessible to parents

To promote stronger outcomes, ECEC should be characterized by both structural features of quality and ongoing supports to teachers to assure that the immediate experiences of children, those provided through activities and interactions, are rich in content and stimulation, while also being emotionally supportive, and adapted to the children's developmental level. In addition to in-classroom professional development supports, the pre-service training and education of ECEC staff is of critical concern. However, here evaluation research is still scant. There are a range of recent innovations; however, these innovations have yet to be fully evaluated for their impact on staff capacities or ECEC quality

- **School:** Also the school is part of the child's micro-environment from the time children start school. The school environment is:
 - a place where children's opinions and needs are included
 - a place where peace and gender equity are upheld and differences of class, caste and religion are accepted
 - a place where opportunities for children's participation are extended, both inside the classroom, and in the community
 - accessible to all, including those with learning disabilities, and those who are pregnant
 - safe and secure, free from violence and abuse, sale or trafficking
 - a place where children take responsibility for their learning
 - a place where healthy lifestyles and life skills are promoted
 - above all, a place where children learn
- **Social climate:** "School climate is based on norms, relationships, goals, values, methods, and organizational structures (Cohen & Geier, 2010). Key dimensions of school climate include interpersonal relationships among adults and children within the school and behavioural norms that engender feelings of safety" (L. M. Hopson, K. S. Schiller, & H. A. Lawson, 2014, p. 199).

Thapa et al. (2013) identified five dimensions of school climate: safety (both physical and socioemotional), relationships (e.g., respect for diversity, school connectedness and engagement, social support), teaching and learning (e.g., support for academic, social-

emotional, ethical, and civic learning), institutional environment (e.g., resources), and the school improvement process.

Creating positive learning environments is instrumental in ensuring children's social and emotional skills and behavioural regulation. However, occasionally in preschool classrooms serving disadvantaged children the socialization practices may be negative or reactive, and generally unsupportive of positive social development (Degol & Bachman, 2015).

Regarding school climate, despite the potential of schools to teach children positive attitudes toward immigrant, minority, or disadvantaged peers, researchers and stakeholders in general struggle with how to best reduce negative sentiments and behaviours toward peers of different racial or ethnic backgrounds. Use of cooperative learning approaches in multiethnic schools and classrooms, seems to benefit not only interracial relationships but also academic outcomes (e.g., Roseth, Johnson, & Johnson, 2008). Cooperative learning models are consistent with inclusive education principles that build on diversity as a value and aim to benefit all learners, not only targeting children who may be struggling (UNESCO, 2005). Treating diversity as a value and a resource rather than a barrier for successful teaching and learning is the basis for building positive school and classroom climates where immigrant students develop a sense of belonging (OECD, 2010a). In schools where contact with minority or immigrant peers is limited, activities that incorporate social-cognitive skills training or anti-bias curricula are strongly advised if multicultural curricula are to be used (Pfeifer, Brown, & Juvonen, 2007). Such activities may include role-playing activities that promote perspective-taking and empathy, or discussions of prejudice and discrimination.

Mesosystem

During and across all stages of development a person participates in several microsystems. The connection and relations between those microsystems form the mesosystem.

- **Family / Parental engagement:** Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in planning, development, and evaluation. For family engagement to be integrated throughout early childhood systems and programs as well as schools, providers and schools must engage families as essential partners while providing services that encourage children's learning and development, nurture positive relationships between families and staff, and support families. Family engagement and involvement share the common assumption that family-school partnership is a crucial means to support children's learning (Forry et al., 2012). More recent concepts of family involvement emphasize reciprocity and shared responsibility between families and school programs and recognize that schools play an important role in supporting and strengthening families and encouraging them to become actively involved in schools (Forry et al., 2012). There is also an emphasis on continuity across a child's life and across multiple settings.
- **Family / Parental involvement:** Parental involvement refers to the amount of participation a parent has when it comes to ECEC, schooling and her child's life. Epstein (2011) suggested 6 types of family involvement which correspond to specific responsibilities: supporting parenting, ensuring bidirectional communication, volunteering (i.e., recruiting parents' help and support), decision making (including parents' in school / centre's

decisions and supporting parent leaders and representatives), and collaborating with the community. See also family / parental engagement.

- **Trust in school/services (parent-school trust):** Trust: “an individual’s or group’s willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open” (Hoy & Tschannen-Moran, 1999, p. 189). “Based on the work of Holmes and Rempel (1989), we define trust in the family–school relationship as confidence that another person will act in a way to benefit or sustain the relationship, or the implicit or explicit goals of the relationship, to achieve positive outcomes for students (Adams & Christenson, 1998). An effective family-school relationship emphasizes the interface of two systems by recognizing that the goal of the relationship is to create and sustain a strong connection between varied partners (e.g., parents, teachers, support personnel, principal) to address the ongoing needs of students; not merely a “one-shot” meeting to resolve the presenting concern (Weiss & Edwards, 1992)” (Adams & Christenson, 2000, p. 480).
- **Social support:** Social support is the perception and actuality that one is cared for, has assistance available from other people, and that one is part of a supportive social network. There are four common functions of social support: Emotional support is the offering of empathy, concern, affection, love, trust, acceptance, intimacy, encouragement, or caring. It is the warmth and nurturance provided by sources of social support. Tangible support is the provision of financial assistance, material goods, or services. Also called instrumental support. Informational support is the provision of advice, guidance, suggestions, or useful information to someone. Companionship support is the type of support that gives someone a sense of social belonging. Many parenting support programs aim at providing and activating different forms of social support.

Exosystem

The exosystem represents indirect relations with other social agents, e.g. settings that have an indirect influence on a child’s development, even if the child is not directly participating in these settings. The exosystem focuses on the role of the wider community that can include health or social services, community initiatives working with (para-) professionals and volunteer organisations. Parental workplace experiences from communication with colleagues, e.g., in terms of educational values and practices, may influence the (microsystem) family, by changes in educational practices.

- **Inter-agency coordination:** Disadvantaged families living in poverty, especially those living in deprived neighbourhoods where risks tend to accumulate, have diverse needs for support. Throughout Europe, different models of service-coordination and integration exist, but a systematic overview of experiences and evidence on effectiveness is still not available. Multiple and diverse risks may be evident at several levels simultaneously (e.g. individual, family and environmental living conditions) (Hanson & Carta, 1995) and successful services need to be offered at all the necessary levels, which is accomplished most effectively by interagency working (Davidson, Bunting, & Webb, 2012).
- **Mediation:** Mediation is a process of building and repairing social links and managing day to day conflicts, in which a third person (“mediator”), who is impartial but without any authority but who is freely accepted by participants, tries through exchanges between

participants to improve relations or resolve a conflict.. Qualities essential for mediation are impartiality, independence and absence of official power. (Guillaume-Hofnung, 2005).

- **Cultural mediators:** Cultural mediators prepare and help individuals, groups, institutions and governmental bodies to recognize and cope with cultural differences and avoid problems arising from these. Volunteers and (para-)professionals working within the community, often sharing the same cultural or language background as the minority children and their families, might be good role models for children and support for parents in contacts with school, in finding their way in the community and through the (social, education, and legal) system.

Macrosystem

All social agents, including social policies that directly or indirectly relate to a person, including attitudes and cultural values, belief systems and life style, to mention some core elements, form the macrosystem.

- **Social inequalities:** Social inequalities refer to a pattern when resources in a given society are distributed unevenly, typically through norms of allocation along lines of socially defined groups. Access to social goods can be uneven for groups that are defined by power, religion, class, race, ethnicity, gender etc.
- **Educational inequalities:** Educational inequalities refer to the unequal distribution of academic resources, including ECEC and school funding, qualified and experienced pedagogical staff, books, learning materials, and technologies to socially excluded groups. Often, the unequal distribution is based on or related to group membership (geographical - location/within districts or cities, region, urban/rural -, wealth, ethnicity, religion, language spoken at home...). A common indicator of the presence of educational inequality/inequity is the percentage of variation in attainment (competencies, scores, etc.) that is explained by their SES (Socio Economic Status) or ESCS (Economic, Social and Cultural Status) (e.g. OECD, 2013).
- **Tracking:** Features of educational systems may proliferate or dampen social inequalities (Van de Werfhorst & J.B. Mijs, 2010). Differentiation in the (secondary) education system, such as sorting children to different learning paths based on achievement and families' choice may strengthen the ongoing process of cumulative (dis)advantage in the educational career (e.g. Pfeffer, 2015). Thus, social and ethnical segregation of schools giving rise to diversity in quality of learning environments (Brunello & Checchi, 2007) may not only result from residential segregation (Boterman, Karsten, & Musterd, 2010), but also from explicit between-school tracking (Jenkins, Micklewright, & Schnepf, 2008). Stratified achievement and educational choice may eventually amplify divergent educational pathways. In fact, studies on equity and efficiency of educational systems conclude that early stratification and sorting of students to different tracks in secondary schools tend to increase inequality in academic achievement among students while not improving, and maybe even reducing, overall achievement levels (Hanushek & Wößmann, 2005). Moreover, in tracking systems disparities by socioeconomic background in academic achievement and educational attainment tend to be larger than in comprehensive systems, particularly when tracking starts early (Becker & Schubert, 2006; Bol, Witschge, Van de Werfhorst, & Dronkers, 2014; Brunello & Checchi, 2007; Gamoran & Mare, 1989; G.N. Marks, 2005; Van de Werfhorst & Mijs, 2010). It is still unclear whether educational

differentiation and tracking has negative effects on inequality related to ethnicity independent of socio-economic effects (Van de Werfhorst & J.B. Mijs, 2010).

- **Vernacular / national language:** the language spoken and written by the majority of people in a country; also, the official language of a country recognized and adopted by its government.
- **Digitalization:** The way in which many domains of social life are restructured around digital communication and media infrastructures.

Chronosystem

The chronosystem represents changes over time in terms of life events and transitions (e.g., from preschool to school) and thereby reflects changes in the socio-cultural expectations to the developing person as well as changes of the person's expectations to the social and cultural environment.

- **Educational transitions:** Gaps in early abilities related to social and ethnic background are likely translated to disparity in school achievement when children make the *transition from pre-school age to school*. For instance, inequalities by socio-economic background, race/ethnicity and gender in reading group placement in primary school partly result from the uneven distribution of academic, social, and behavioural skills that affect teachers' grouping decisions (Condron, 2007, 2008). In the U.S. achievement gaps between socio-economic and ethnic groups were found to be very robust from school entry into later high school years (LoGerfo, Nichols, & Reardon, 2006). However, Baumert, Nagy, and Lehmann (2012), who studied social and ethnic inequality in learning outcomes of German primary school students, found compensation effects emerging for reading, to the benefit of ethnic minorities. Increasing inequality, though, was found for mathematics. Luyten, Cremers-van Wees, and Bosker (2003) in the Netherlands, as well as increasing inequalities in language and arithmetic during primary school years. Probably disadvantage and compensation effects work simultaneously, with strengths depending on a mixture of origin, skill (e.g. language or math), and structural factors, such as the attention for weak and strong performing children in class.
- **Educational decisions:** Students will face transitional points where they and their families must make decisions on how to proceed in the educational career. Socio-economic background shapes these decisions through differential academic performance of children and through background-specific educational aspirations and cost-benefit calculations. Those mechanisms jointly drive educational participation rates in secondary education (Boudon, 1974; R. Breen & Goldthorpe, 1997; M. Jackson, 2013). Thus, educational differentiation in secondary school systems creates bifurcations in educational careers that may stabilize or even aggravate social inequalities in educational opportunities among children by putting them on different curriculum tracks embodying different learning environments.
- **Policy change:** Currently little is known about how changes in policies effect children's education in specific groups such as ethnic minorities or poor families.

2.3 THEORETICAL PERSPECTIVES BEYOND THE BIO-ECOLOGICAL APPROACH

Several WPs are adopting further theories or theoretical perspectives that go beyond the bioecological approach but are still well anchored in the overall joint theoretical position. These additional theoretical approaches are usually much narrower and contribute to an operationalization of specific research questions and -interests. In general, these theoretical extensions can be easily integrated into the bio-ecological approach.

Sameroff's unified theory of development and transactional regulation

In line with Bronfenbrenner's bio-ecological model, WP3 (Supporting families to provide safe, nurturing and stimulating home environments to children) applies Sameroff's model of transactional regulation (Sameroff, 2010). That model views culture, family, individual parents and children as part of a regulatory system, where different levels interact with each other in influencing behavior and development. An understanding of this regulatory system is seen as the basis for intervention. Sameroff's unified theory of development provides assumptions on how child development and system changes happen, and suggests a dialectic integration of nature and nurture. Nature and nurture are not separate entities that coexist: *personal change*, *context*, *regulation* and *representational* models of development are intertwined.

The model conceptualizes *developmental change* as attributable to traits, growth and development. Individuals consist of traits, and development is a growth process whereby the interactions of existing traits produce change, which can be experience dependent. The *contextual model* describes – as does the bio-ecological model of human development - multiple sources of experience that either promote or hamper development, so that social settings have both direct and indirect effects on child development. The *regulation model* considers the relationship between person and context from a dynamic systems perspective: regulatory behavior integrates the purely biological (hunger, temperature) with both the psychological and social, in terms of attention and behavior. The child has a dynamic relationship with the environment and as such, regulation is a transactional process between the 'self' and the 'other'. Finally, within the *representational model*, individuals' experiences transcend time in thought: each current experience is stored for later use, when tackling new experiences. Representations encode experiences as an internal summary of the external world. They include cognitive representations, social representations and cultural representations. Representations are often idealistic and may not provide a realistic depiction of any item.

The dynamic perspective emphasizes that developmental outcomes are neither a function of the individuals alone, nor the context alone. Several factors determine child outcomes, including the genotype (the biological organization), the phenotype (the characteristics of the individual child), and the envirotype (the social organization that regulates the way human beings fit into society). The envirotype refers to culture, family and individual parent – all transacting with the child and between them. The behavior of an individual within this system is influenced by encoding of these different levels – cultural codes (characteristics that organize a child rearing system and incorporate socialization and education), family codes (family beliefs that affect behavior through working models of relationships), and individual codes (interpretations of cultural and family codes by the individual parent) (Sameroff & Fiese, 2000).

Dunst and Trivette's resource-based approach to family-systems intervention

Framed by the family and systems theory (Bronfenbrenner, 1974) family-systems intervention models include a set of both conceptual and operational principles that structure approaches to working with families.

WP3 includes the 'resource-based approach' to early intervention developed by Dunst and colleagues (Dunst & Trivette, 2009; Trivette, Dunst, & Deal, 1997). The fundamental assumption of the resource-based model is that families and children are embedded within ecological systems, and that child development and family functioning can be supported by assets and strengths within those systems. The model consists of three basic components: *sources of support* (personal social network members, associational groups, community programs and professionals, specialized services), *community resource mapping* (identifying and locating the different resources that exist in a given area), and *building community capacity* (identifying strengths and assets of a community and eliminating barriers through use of other resources) (Trivette et al., 1997).

The paradigm of capacity-building considers families as possessing varied strengths and assets, emphasizing their resources and available supports. Thus, interventions are based on identifying families' needs and aspirations, as well as existing and new strengths for obtaining resources and supports, within a family-provider relationship of respect and two-way communication (Dunst & Trivette, 2009).

Strengths-based and resource-based models of intervention recognize the family and not just the child as the intervention unit, and are guided by a promotion model of optimization of competence and positive functioning, rather than a treatment model. *Strength-based approaches* adopting an empowerment approach, recognise that all families have existing strengths and the capacity to become more competent, based on the principle that a sense of mastery and control is essential to greater confidence and to better cope with daily living situations (Dunst & Trivette, 2009). *Resource-based models* emphasize not only services but also formal and informal supports and resources. In particular, family's informal social support networks are opportunities for strengthening family functioning and used as resources for meeting family concerns and needs (Campbell et al., 2002; Dunst & Trivette, 2009; Forry et al., 2012).

Epstein's theory of overlapping spheres of influence

Agents surrounding the child (teachers, parents, friends, etc.) not only interact with the child, but with each other as well. A leading framework for the effects of this interaction between agents on children is Epstein's theory of overlapping spheres of influence (Epstein, 1987, 2001). It is widely accepted that students learn more and succeed at higher levels when home, school, and community work together to support student's learning and development (Epstein & Sanders, 2006). Moreover, parental involvement in school is increasingly highlighted as important for child outcomes regarding academic careers (Driessen, Smit, & Slegers, 2005; Sheldon, 2003; Smit, van der Wolf, Slegers, & European Research Network About Parents in Education, 2001), social competence (Hill & Craft, 2003), and behaviour (Sheldon & Epstein, 2002).

WP5, studying the role of professionals in promoting diversity and inclusiveness, is particularly interested in strengthening parent-professional-partnerships (PPP) and overcoming barriers to PPP. The research in WP3 will be particularly based on the capacity-building paradigm, using strength-based and resource-based models. Several barriers that keep minority parents from becoming involved in school have been identified. Research indicates that teachers' efforts to reach out to parents and bring them into the school are effective in increasing parental involvement (for a review see Kim, 2009). Therefore, several authors advocate that enhancing PPP is a responsibility of the school and teachers should try to overcome those barriers (e.g., Kroeger & Lash, 2011; Lewis, Kim, & Ashby Bey, 2011). As a result, pre-service and in-service teacher training should prepare teachers better for such responsibilities (Hoover-Dempsey, Walker, Jones, & Reed, 2002).

3. FRAMEWORK FOR DEVELOPING THE QUESTIONNAIRES

Based on a bio-ecological perspective of human development and the contributions from the other ISOTIS work packages provided in their first deliverable as well as consecutive discussions with the WPs, a list of topics for the interview guide has been developed, consisting of four distinct sections:

- Background, structural characteristics and contextual risks
- Identity, beliefs and integration
- Resources, expectations and proximal processes
- Perceptions, experiences and needs

In what follows, we provide a brief overview of the contents included in these four sections. One should have in mind that the questionnaire ideally should cover all those topics in detail, but that this is not feasible. Therefore, it will be focused/narrowed down in the coming months.

Background, structural characteristics, contextual risks

Background:

- family socioeconomic status, parental education,
- ethnicity and/or immigration history,
- age and gender of the child, age of the parents,
- occupational status (current, previous), labor market participation (both parents)

Family constellation:

- marital status, number of children, household composition

Social capital: social networks and experienced social support

- extent (size, intensity, nature – social-cultural composition)
- quality (perceived emotional, instrumental, informational support)
- power structures (strong authority figures; see Putnam)

Economic capital / economic risks:

- family income (how?), how to compare later on?
- recipients of benefits (tax benefits, child cash transfer)
- housing conditions (number of rooms, tenure, basic provisions)

Neighborhood quality ('factual'):

- diversity, inter-group interaction and relations
- experienced pollution, safe climate, violence
- social support and social control
- available services, accessibility, affordability of education and care provision
- feelings of belongingness to the neighborhood

Identity, beliefs and integration

Cultural and class identity, religious identity, language preference

- Ethnic / class self-identification, situated identity (different levels, fluent nature)
- Nationality and formal citizenship
- Religious identification and participation, and religion of social network
- Language(s) or dialects command (biography), languages/dialects in social network (media use), generally preferred language(s)/dialects in the family and in education systems

General cultural value and belief systems

- Individualism-relatedness-interdependency, Triandis-scale
- Cultural models in transition of gender roles, autonomy, relationships, authority, respect/ Schwartz questionnaire

Acculturation views, attitudes and perceived acculturation attitudes of others/ state

- Views on maintenance own cultures vs. adoption of majority culture (distance)
- Interaction and participation with and between ethnic-cultural (social class) groups: cultural, economic & labor market, civil, political and global participation

Resources, expectations and proximal processes

Care and education biography of the child (target):

- actual use of ECEC and after school care, use of informal care (characteristics: public/private, diversity and inclusion policy ...)
- actual use of primary school (characteristics): public/private, diversity and inclusion policy (...), and (future) transition to secondary school
- actual use of informal education (extra-curricular programs; characteristics)
- decisions (preferred choice or not) and considerations regarding use of educational provision
- age-specific beliefs about early care and child-rearing and about multicultural and multilingual education

Educational, linguistic and cultural capital – standard and non-standard:

- home learning environment and (multi) language input:
 - language & literacy: conversations, shared reading, storytelling, singing, nursery rhymes, television and other media
 - math & problem-solving: counting, board games, jig-saw puzzles
 - executive function and self-regulation
 - parental participation in (pre)school
- social and emotional capital within family and community, supportive relations
 - affective bonds, warmth, consistency in parenting – in the wider family
 - parental involvement and monitoring of children's well-being
- ethnic-cultural maintenance and diversity-inclusion beliefs and aspirations:
 - role of first language development
 - role of ethnicity (cultural-religious identity and customs)
 - stimulating inter-cultural and inter-ethnic interaction
 - stimulating multilingual development
 - racial/ethnic socialization (including reverse racism)

- educational aspirations, ambitions and mobility expectations:
 - responsibility attribution, own agency
 - aspired broad (holistic) developmental and learning goals (life skills, 21st century skills, personal competences)
 - expected/desired educational attainment of the child (by area): achievement in primary school, type of secondary school, end level/diploma
 - expected/desired type (or socioeconomic level of) occupation

ICT use, attitudes and needs

- Tools, devices, internet-connection present in the family,
- Uses of ICT (purposes, functions, skills, obstacles), e.g.,
 - social networking
 - information retrieving/sharing
 - entertainment and language(s) used
- ICT use with children, regulation of ICT use by children
- How would you appreciate partnership with (pre)school using ICT technology?

Perceptions, experiences and needs

Perceived economic hardship

Perceived educational practices in ECEC, after school care, primary school and informal education contexts:

- Respect and valuation of (cultural, linguistic) diversity
- Intercultural classroom practices and pedagogies (e.g., breakfast project), accommodations to cultural-religious minority practices
- Inclusive classroom practices, collaborative groups, group belongingness
- Congruity between home and (pre)school values and customs
- Safety, peacefulness, inclusiveness of school climate, accommodations to ethnic-cultural-religious customs
- Representation of cultural minorities in staff and leadership

Experienced relations and support of wider context:

- Experiences of unfairness, discrimination, prejudice and inter-cultural conflicts in the immediate neighborhood, job context and other informal contexts
- Experiences of unfairness, discrimination, prejudice and inter-cultural conflicts with professionals, institutions, local policy, national policy
- Trust in professionals, institutions and policy

Support needs and experienced support:

- Child rearing, cultural values and identity formation.
- Education and educational decisions

Psychosocial well-being:

- Parenting stress, depression
- Self-efficacy, subjective competence
- Shame and guilt, feelings of inadequacy in relation to social position

- Belongingness to the wider society, feelings of being marginalized

APPENDIX A: CROSS-CUTTING CONCEPTS IN ISOTIS

Beyond the complementary theoretical perspectives discussed in the previous section, the WPs have considered a number of particular concepts for achieving their particular objectives and goals. In the following, we briefly present the most relevant concepts for ISOTIS and individual WPs.

Acculturation

A classic definition, provided by Redfield, Linton, and Herskovits (1936), views acculturation as those phenomena which result when groups of individuals having different cultures come into contact, with subsequent changes in the original culture patterns of either or both groups. Each culture constitutes a system of its own whose various elements are changing and reorganising through these contacts (Larousse, 1999). When groups of individuals from different backgrounds are meeting in a direct and continuous way changes in genuine cultural models arise. Acculturation is also defined as a process through which immigrants are expected to learn the language of the country of immigration, as well as its presumed dominant cultural values and practices (Castles, Korac, Vasta, & Vertovec, 2002).

The contemporary consensual definition (Berry, 2005), however, conceives acculturation as a bi-dimensional construct: the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members. At the group level, it involves changes in social structures and institutions, and in cultural practices. At the individual level, it involves changes in a person's behavioural repertoire – psychological acculturation. Furthermore, according to Berry, acculturation encompasses two orthogonal dimensions: the desire to preserve aspects of one's cultural heritage (desire for culture maintenance), and the desire to interact with members of another group (desire for contact). Four strategies can result from the combination of these dimensions: *Integration* (high desire for culture maintenance and high desire for contact), *Assimilation* (low desire for culture maintenance, high desire for contact), *Separation* (high desire for culture maintenance, low desire for contact), and *Marginalization* (low desire for culture maintenance and contact).

Recently Brown and Zagefka (2011) proposed that acculturation is a mutual, dynamic intergroup process, and in elaborating upon Bourhis, Moise, Perreault, and Senecal (1997) proposed an Interactive Acculturation Model to highlight the importance of majority and minority groups' perceived acculturation preferences in determining acculturation attitudes and outcomes. According to this modified Interactive Acculturation Model, these orientations from the dominant group's perspective result in segregation (positive attitudes to immigrant's cultural identity and negative attitudes to contact with the immigrant group) and exclusion (negative attitudes to immigrant's cultural identity and negative attitudes to contact with the immigrant group) (Figure 2, right part).

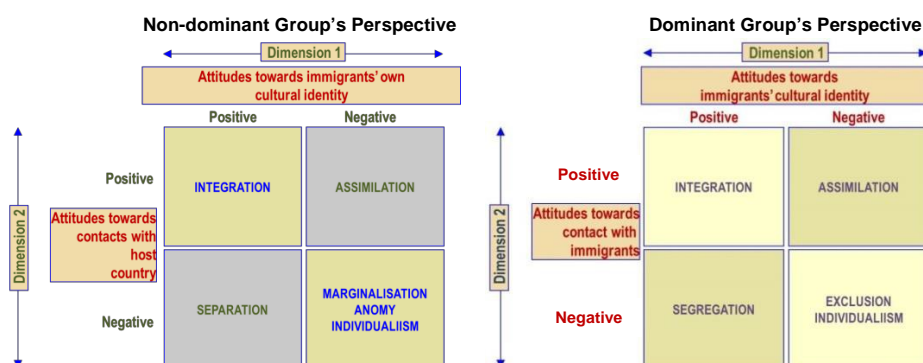


Figure 2. Relationship between attitudes on cultural identity and contact – acculturation patterns from a non-dominant and dominant group's perspective.

However, the Interactive Acculturation Model has been criticised for classifying entire groups into particular categories while missing the diversity of identity construction within groups (Howarth, Wagner, Magnusson, & Sammut, 2014). Recent research reveals differentiated patterns, with variation between and within groups, between countries and between localities within countries (Crul, 2016; Huijnk, Dagevos, Gijbets, & Andriessen, 2015; Schneider et al., 2012). Therefore, an important question for ISOTIS is how disadvantaged groups, living in the same neighbourhoods, adapt to cultural and linguistic diversity.

Adaptation

Adaptation is a selective and often conscious attempt to modify aspects of cultural practice in accordance with the host society's norms and values. The idea may coincide with a view that 'public' behaviour should conform to host culture, while 'private' activities may continue in line with society and culture of sending country (Castles et al., 2002).

Assimilation

Assimilation is a process whereby immigrants adapt to the cultural, socio-economic and political norms of the host society or area (Emke-Poulopoulou, 2007). Assimilation takes place when out-group members are allowed to enter fully into civil life on the condition that they shed their polluted primordial identities. Assimilation is possible to the degree that socialization channels exist that can provide "civilizing" or "purifying" processes- through interaction, education, or mass-mediated representation-that allow persons to be separated from their primordial qualities. It is not the qualities themselves that are purified or accepted but the persons who formerly, and often privately, bear them. This is the genius of assimilation; it is also its limitation (Alexander, 2001).

Segmented assimilation: immigrants sometimes do not become active members of society as a whole, but rather become assimilated into specific parts of it, defined on the basis of race or ethnicity and class. Thus Mexicans in the US are said to 'become assimilated as blacks' (i.e. into a disadvantaged and discriminated part of society), while Koreans 'become assimilated as whites' – i.e. into the dominant group (Portes & Zhou, 1993). The focus of research under

the concept of segmented assimilation is thus on the processes that stigmatise or privilege certain groups when they enter US society, and on the ways migrants – especially members of the so-called second generation – direct their strategies of adaptation toward specific ethnic communities and economic niches (Castles et al., 2002).

Structural or functional assimilation: This involves recognition that immigrants may participate successfully in some spheres of activity (for instance, in the labour market or education system) while they remain highly discriminated against or excluded from other spheres (such as neighbourhood life or the political system) (Castles et al., 2002).

Diversity

Since 2004, diversity has become a major political-cultural issue with the post-enlargement European Union with a need of a common European identity and set of values. At the same time the earlier emphasis on “integration” was substituted with the current one on “identity”. A period of European integration by means of a political consensus in political economic terms was followed by the attempt to provide social cohesion by cultural means, in the wider context of the crisis of the welfare state. The “united in diversity” motto of the European Union and the idea of “forging a common destiny” imply interaction and dialogue between diverse cultures (Blokker, 2006). Since 2007, many charters for diversity were adopted around Europe following the adoption in 2000, of two directives: the Employment Equality Directive which prohibited discrimination on the basis of sexual orientation, religious belief, age and disability in the area of employment; and the Racial Equality Directive which prohibited discrimination on the basis of race or ethnicity in the context of employment, or in accessing the welfare system and social security, and goods and services (Halba, 2014). The term *culture of diversity* refers to a balance achieved, which ensures the fair and proper treatment of persons belonging to minorities, and avoids any abuse of a dominant position (Council of Europe, 2005).

Extra-curricular activities and inclusion

Children from families with lower socio-economic status tend to participate less in out of school activities, such as sports, music, scouts or other community-based clubs (e.g., Dagkas & Stathi, 2007; Dearing et al., 2009). Additionally, there appear to be mediation effects of the child’s neighbourhood and the cognitive stimulation at home. Children from higher educated parents lived in better and wealthier neighbourhoods and received more cognitive stimulation at home, both of which were mediating factors in the participation in extra-curricular activities putting them at double jeopardy (Dearing et al., 2009). However, these types of activities also are a way to bridge the achievement gap of children from another cultural or linguistic background. There are two pathways in which participation in out-of-school activities are beneficial for children’s developmental or educational outcomes (Fredricks & Eccles, 2010). Firstly, activities provided within the school context can lead to better connections with the school in which the child’s identity as a valued member of the school community is reinforced. Children have the opportunity to establish and deepen relations with supportive peers and adults who can function as a mentor that can foster social inclusiveness. Secondly, during out-of-school activities, also when provided by community-based services, children have the opportunity to develop multiple talents, such as interpersonal skills and setting goals, which are beneficial for their educational attainment in the short term and better career opportunities in the long term.

Incorporation

Incorporation is a relatively neutral concept concerning the terms and conditions of entering and becoming a part of a host society. Thus 'integration', 'assimilation', 'acculturation' or 'social marginalisation and exclusion' are specific forms and processes of immigrant incorporation in destination societies (Iosifides, Lavrentiadou, Petracou, & Kontis, 2007).

Integration (social integration)

Local and national policies to integration can be similarly characterized and three main models are currently distinguished (Aggestam & Hill, 2008; Mattei, 2012); the *assimilation model* opts for cultural homogenisation and ethnic-cultural minority groups are expected to adopt the predominant national norms and language; the *multicultural model* grants rights to ethnic-cultural groups and diversity is supported in public institutions; the *exclusionary model* regards immigrants as temporarily guest workers with the prospect of returning and excludes them from full citizenship.

Integration (and acculturation) is an issue for low-income native-born families as much as it is for immigrants and ethnic-cultural minorities (Crul, 2016; Schneider & Crul, 2012). These families form cultural communities, characterized by shared beliefs, values, practices and ways of talking (Bernstein, 1975; Lareau, 2003), and children from these communities show persistent educational disadvantages as well (Leseman & van Tuijl, 2006). In local neighbourhoods, native-born low-income families often live together with immigrant families in an increasingly diverse and multilingual context. There are tensions, reflecting rivalry and lack of inter-cultural contact, leading to declining social cohesion and increased segregation (Gundelach & Freitag, 2014; Putnam & Association, 2007; Van der Meer & Tolsma, 2014).

Immigrant integration may be viewed as a two way process of adaptation, both of immigrant and natives in the host country or area. Integration entails an element of social change whereby immigrants become members of the host society avoiding discrimination, prejudice and their impacts (Emke-Poulopoulou, 2007).

Inter-agency coordination

Inter-agency working includes various types of partnership that involve differing degrees or levels of integration (Frey, Lohmeier, Lee, & Tollefson, 2006; Frost, 2005; James Bell Associates, 2011; Quality Improvement Center on Early Childhood, 2009) and the terminology used may vary. The literature focuses on collaboration between education, health and child welfare but inter-agency partnerships may also include more partners. Other agencies, besides education, health and social services, may be involved in cases such as services related to child protection, employment, criminal justice, housing, and parent support.

While some writers (e.g., Tomlinson, 2003) incorporate the terms 'multi-agency', 'inter-agency', 'interdisciplinary' and 'joint working' under the general umbrella of inter-agency collaboration between professionals, there have been attempts to make a distinction between terms. They were summarized by Irish researchers (Owens, 2010) as follows:

- *Inter-agency working*: more than one agency working together in a planned and formal way at either a strategic or operational level;

- *Multi-agency working*: more than one agency working with a client, not necessarily jointly, which can be concurrent or sequential, with joint planning;
- *Joined-up working*: deliberately coordinated planning taking account of multiple policies and agency practices; and
- *Integrated-working*: everyone is supporting children and families together effectively, putting the child at the centre to meet their needs, achieved through formalized collaboration and co-ordination between agencies.

Interculturalisme and intercultural education

The use of the term 'intercultural' necessarily implies, if the prefix 'inter' is given its full meaning, interaction, exchange, breaking down barriers, reciprocity, and objective solidarity. If the term 'culture' is given its full force, it also implies recognition of the values, lifestyles, and symbolic representations to which human beings, both as individuals and societies, refer in their relations with others and in their world outlook: recognition of their importance, recognition of the way they work and their variety, and recognition of the interactions that take place both between the multiple registers of a single culture and between the different cultures, in time and space (Rolandi-Ricci, 1996).

Intercultural education refers to pedagogy -aims, content, learning processes, teaching methods, syllabus and materials, assessment- of which one purpose is to develop intercultural competence in learners of all ages in all types of education as a foundation for dialogue and living together (Huber & Reynolds, 2014).

Intercultural competence refers to a combination of attitudes, knowledge, understanding and skills applied through action that enables individuals either singly or together with others to understand and respect people who are perceived to have different cultural affiliations; respond appropriately, effectively and respectfully when interacting and communicating with such people; establish positive and constructive relationships with such people; understand oneself and one's own multiple cultural affiliations through encounters with cultural "difference" (Barrett, Byram, Lázár, Mompoin-Gaillard, & Philippou, 2013; Huber & Reynolds, 2014).

Intercultural dialogue denotes an open and respectful exchange of views between individuals, groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect. It operates at all levels- within societies, between the societies of Europe and between Europe and the wider world (Council of Europe, 2008).

Multiculturalism

According Rosado (1996), multiculturalism is a system of beliefs and behaviours that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society. Banks and McGee Banks (2010, p. 447) characterize multiculturalism as "A philosophical position and movement that assumes that the gender, ethnic, racial, and cultural diversity of a pluralistic society should be reflected in all of the institutionalized structures of educational institutions, including the staff, the norms and values, the curriculum, and the student body".

The Council of Europe (2008) describes multiculturalism as a specific policy approach where different cultures exist and may interact within a given space and social organisation- linked to cultural diversity and assimilationism. Multiculturalism can be understood as a moral preference. Yet it is also very much an empirical process. In societies that have experienced intense racial and ethnic conflicts, and have deepened civil society a universalizing movement toward the recognition of particularity begins to appear. The ambition is to achieve- to perform and to display- what once appeared to be rooted, primordial identity (Alexander, 2001). Taylor (1994) describes multiculturalism as one of the most distinctive achievements of modernity – this is the “recognition of difference” with its ideological as well as philosophical idea, means in sociological terms. *Multicultural beliefs* incorporates the idea of viewing group differences and cultural background that should not only be acknowledged but seen as enriching (Hachfeld et al., 2011).

Multiculturalism is a complex concept, used in many different ways, for many different purposes and has several meanings. It can refer to a demographic fact, that is, pluralism, which refers to the presence of cultural diversity in schools, organizations, countries. However, it can also refer to a policy, with the fundamental goals of enhancing mutual acceptance and improving the quality of intercultural relations among all cultural groups and communities. There are three main components of multiculturalism policies:

- a) cultural diversity – achieved by providing support and encouragement for cultural maintenance and development among all ethno-cultural groups;
- b) social/intercultural component – sharing cultural expressions, providing opportunities for intergroup contact, and removing barriers to full and equitable participation in society;
- c) intercultural communication: promoting the learning of one or more official languages as a means for all ethno-cultural groups to engage in contact and to participate in the national life of the larger society.

Multiculturalism as a policy requires that both cultural diversity/maintenance and contact are legislated and acted upon. They are both necessary parts of multiculturalism. However, most multiculturalism education programs do not focus on both diversity and contact dimensions. Instead, most approaches focus on what Banks defined as content integration (i.e., integrating ethnic and multicultural content across subjects), and less on reducing prejudice and discrimination by fostering contact between different cultural groups. The most common forms of multiculturalism in the educational setting focus on events celebrating ethnic groups' history, culture, etc. What some authors refer to as focusing on “important differences” (Rosenthal & Levy, 2010) involves learning and drawing attention to cultural differences and fostering understanding of different experiences and perspectives. Multiculturalism, however, can also take the form of “appreciate contributions”, that is, learning to appreciate and value different groups' positive contributions to society. Finally, multiculturalism can also involve a focus on culture maintenance, focusing on the importance of non-dominant groups maintaining their culture and traditions.

Multicultural education

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. Thus, multicultural education can be located at different levels and systems, such as the family, interventions, or ECEC. At the level of ECEC, for example, early childhood

professionals may modify or incorporate learning opportunities to reflect the cultural diversity of the children in a particular group. In many cases, “culture” is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language, religion, class, gender, sexual orientation, and “exceptionality” - a term applied to children with specialized needs or disabilities. At the same time parents, professionals in parenting support programs etc. can make use of multicultural education. Multicultural education is predicated on the principle of educational equity for all human beings, regardless of culture, and it strives to remove barriers to educational opportunities and success for children from different cultural backgrounds.

The concept of multicultural education² provides an important framework for ISOTIS, especially WP4 and 5, as it aims to reform schools so that students with diverse racial, ethnic, cultural, linguistic, and social class backgrounds experience educational equality (Banks, 2015). Banks proposes five dimensions of multicultural education, which address the target domains in this work (i.e., curriculum, pedagogy, and social climate):

- content integration (i.e., integrating ethnic and multicultural content across subjects);
- the knowledge construction process (i.e., helping students understand how knowledge is created and influenced by the racial, ethnic, and social class positions of individuals and groups);
- prejudice reduction (i.e., helping students develop positive attitudes towards different racial and ethnic groups);
- equity pedagogy (i.e., facilitating the achievement of students of low-status, namely through cooperative learning);
- and empowering school culture and social structure.

(Banks, 1991) further identified four major multicultural approaches to curriculum:

- the *contributions approach* that involves the inclusion of ethnic heroes to the curriculum;
- the *additive approach* consisting of adding ethnic contents (concepts, themes, and perspectives) while keeping the curriculum basic structure and purposes;
- the *transformation approach* that requires changing the basic assumptions of the curriculum and enabling students to take several ethnic perspectives and points of view;
- and the *personal, social, and civic action approach* that builds on the transformation approach and call students to make decisions and take actions related to the contents that have been addressed in class.

The effective implementation of multicultural education requires educators to shift from the contributions and additive approaches to the implementation of the transformation and social action approaches (Banks, 1995). Also according to Banks (1995), the successful implementation of multicultural education requires the design of holistic, multi-factor, interventions to reform the school environment. To this end, Banks (1993) developed a Multicultural School Environment model identifying eight key variables that should be targeted:

- (1) the school norms and values towards ethnic and cultural diversity;
- (2) the school norms and values towards language pluralism and diversity;
- (3) the attitudes and values of the school staff;

² Some authors prefer “intercultural education”, emphasizing dialogue and interaction (Hadjisoteriou, Faas, & Angelides, 2015).

- (4) the status of different student social and cultural groups within the school;
- (5) the content of the curriculum and teaching materials;
- (6) the adequacy of the teaching and motivational styles to students' social and cultural characteristics;
- (7) the impact of assessment and testing procedures on social and cultural equality; and
- (8) teachers and students' skills and perspectives to recognize various forms of racism and actions to eliminate them.

Multicultural education approaches vary considerably across countries and across schools within countries. Sleeter and Grant (1987, 2007) providing five approaches to multicultural education, representing diverse curriculum and pedagogical perspectives as well as social goals, which can be a useful resource for critical discussion of such approaches:

- (1) teaching the culturally different;
- (2) human relations;
- (3) single group studies;
- (4) multicultural education;
- (5) and education that is multicultural and social reconstructionist.

Finally, one has to have in mind that most multicultural educational programs are not properly evaluated and their efficacy is sometimes confounded with other key variables, such as promoting intergroup contact (Stephan, Renfro, & Stephan, 2004; Zirkel, 2008). It is important to disentangle the effects of each of these components; for example, content related materials that rely on a more passive strategy and have been criticized (Biggler, 1999) and those who take a more active approach (cooperative learning tasks, intergroup contact). According to Stephan et al. (2004), multicultural education programs can be classified on four dimensions: direct and indirect and didactic and interactive. Direct approaches provide individuals with information about different groups and generally focus on their history, values, and norms (e.g., multicultural curriculum). Indirect approaches promote contact, under specific conditions between different groups (e.g., cooperative learning techniques). Didactic approaches are based on traditional teaching styles involving readings, lectures, and discussions. Interactive approaches involve role-playing, simulation games, and group exercises.

Programs involving didactic techniques seem to produce less attitude change while indirect approaches based on contact with outgroup members seem to significantly change participants' attitudes and behaviours (Stephan et al., 2004). Multicultural curriculum programs that make use of increased affective components, modelling of positive intergroup behaviour, and development of in-group norms countering prejudice through "extended contact" materials might be advantageous. However, cooperative learning approaches and anti-bias curricula/social-cognitive skills training are likely to be more effective in reducing prejudice in schools (Pfeifer, Brown, & Juvonen, 2007).

Multicultural citizenship education

According to the Council of Europe (1995), citizenship is a right and a responsibility to participate in the cultural, social and economic life and in public affairs of the community together with others. In a world transformed by migration and globalization, "multicultural citizenship education" is proposed as an innovative approach to develop and sustain culture-sensitive practices and inclusive social climates in ECEC and primary school as ("Education

for global citizenship: A guide for schools," 2006; Kratsborn, Jacott, & Pembecioğlu Ocel, 2008; Schugurensky & Myers, 2003):

- it is more than a course or a subject, an aspect of continuous education at all levels. The issue of novelty here lies in the fact that "multicultural citizenship education" can be used as an approach to develop a program of educational activities and practices that are relevant to all areas of curricula in preschool and primary school and to all abilities with an aim to help children to develop knowledge, skills and values to become critical multicultural citizens.
- "it can integrate the best traditions of multicultural and intercultural education to develop political and pedagogical strategies that contribute to overcome discrimination, racism and ethnocentrism, and to nurture genuine, inclusive dialogue among cultural groups" (Schugurensky & Myers, 2003).
- it is about behaviour and action, helping people learn to become active, informed and responsible and contributing to democratic life for all. Identity and citizenship require a vision for all members of society.
- it can fully involve children in their own learning by using a wide range of active and participatory learning methods.
- it promotes a sense of belonging, (to a group, school, setting, community ... the world) with significant impact on identity formation, a crucial element for the well-being of people and children in particular (Ben-Arieh & Boyer, 2005). However, very few studies have considered young children's perspectives and meanings of inclusion along with the implications that citizenship education may have for their lives and well-being, with emphasis on those belonging to at risk populations (Nutbrown & Clough, 2009).
- it is re-thought to prepare students to function within as well across national borders (Banks, 2004). It is also argued that in multinational states citizenship education may function in two ways, promoting national identity and a transnational identity (Kymlicka, 2001). This means approaching citizenship not as a shared identity, within delimited boundaries, but as an open and shared membership within networks of interconnection and interdependence (Williams, 2003). By participating in cooperative projects using ICT and virtual learning environments students from different parts of Europe/the World may develop understandings and skills to bridge the gap between local, national and global. The duality is sometimes dubbed 'glocalisation': global values are localised, and local values are globalised.
- it refers to the whole-child and the whole-school development (staff professional development, curriculum, decision-making processes, especially relationships between pupils, teachers, parents and the wider community).
- it permits articulation of different aspects of school life with relevant issues in the surrounding community and promotes strategies that connect schools with other agencies and organizations (like museums, libraries, neighbourhoods associations, social clubs, community centres, political representatives, local media, arts and crafts clubs, and the like). This strategy could help to integrate schools with out-of-school education, face-to-face interactions with electronic forums, and children with youth and adults and seniors in intergenerational projects, developing real learning communities.

Intercultural Conflict

Cultural conflict is a type of conflict based on different cultural values and beliefs. Culture can be conceptualized as cause for conflict but also as having mechanisms of conflict resolution. Culture includes language, dress codes, food customs, etc., but cultural group's cleavages can be based on generation, socioeconomic class, sexual orientation, ability and disability, political and religious affiliation, language, gender, etc.

Stereotype threat

Stereotype threat is being at risk of confirming, as self-characteristic, a negative stereotype about one's group (Steele & Aronson, 1995). Stereotype threat concerns how stereotype cues can harm performance, namely through stress arousal, performance monitoring (which narrows attention), and efforts to suppress negative thoughts and emotions (which consume resources).

Based on cognitive-developmental theories, Bigler (1999) proposed that direct didactic approaches to multicultural education (i.e., multicultural curriculum) typically do not take into account children's cognitive characteristics. Children are not passive absorbers of information and because they tend to focus on concrete rather than abstract aspects, when exposed to complex multicultural stimuli children are likely to develop more simplistic stereotypes of the target groups (Bigler, 1999). Conversely, Pfeifer et al. (2007) advise careful use of multicultural curricula with children under 8 years old, on the basis of cognitive limitations that may prevent learning counter-stereotypical information. Because older children are likely to have foundational cognitive abilities like multiple classification or conservation skills, multicultural curricula may be more successful from 8 years onwards.

APPENDIX B: RESOURCES FOR ISOTIS

In this appendix, we have collected a variety of resources that might be of help and relevance for the work in all ISOTIS work packages. The core topics included in this resource base are early childhood education (ECEC), inclusive education, immigration, marginalisation, (in-) equity, poverty, social innovation, multiculturalism. A further criterion for including resources was that they are published on internet and as such easily accessible for all. We consider this as a dynamic resource base that will be continuously extended and adjusted by all ISOTIS partners. Thus, we have already included further sources based on the brief reviews from other work packages.

In the short presentations of the resources we include text sections from the home pages to present the purpose and goals of the initiatives. Thus, the hyperlinks to the sources should be understood as references.

The present collection of sources is based on experiences from the CARE-project and, not at least, enriched by information and materials provided in the exhibitions at the EU-conference "Great Start in Life" Brussels 30.11.-1.12.2016. This conference in itself emerged as a gathering place for ISOTIS-relevant projects, experiences, institutions, and a wide range of public and private initiatives. A significant body of knowledge regarding ISOTIS-relevant issues could be accessed through the homepage of the conference. Initially we will therefore refer specifically to this event:

[A Great Start in Life! The best possible education in early years](#)

EU-Commission (DGRI; DGEC) organized conference, Brussels, 30.11.-1.12.2016.

The Great Start in Life conference brought researchers, policymakers, early childhood education and care and primary school staff together to discuss how to create the conditions for the best possible education in the early years. Ages 0-12 and the transitions between home, childcare and school were covered. A particular focus was on how to combat inequalities and include vulnerable groups. One gets directly access to a wide variety of relevant sources through the conference homepage. See for example a [Background paper](#), the [Conference report](#) and a [Project presentation](#), the latter provides a selection of projects and partnerships supported by diverse European programmes including an overview over European ECEC research and innovation.

POLICY PAPERS, POLICY REVIEWS AND POLICY RECOMMENDATIONS

In this section, we provide an overview over recent and mainly European policy papers, reviews and recommendations. Partly we also included more research-oriented papers and reviews that have clear policy orientations and implications.

European Commission

EU-commission, (DGEC, 2014): [Proposal for Key Principles of a Quality Framework for Early Childhood Education and Care](#)

Report of the Working Group on Early Childhood Education and Care under the auspices of the European Commission.

The European Commission has emphasised – based on an analysis of the latest cross-national evidence and discussions with high-level experts - that access to universally available, high-quality inclusive ECEC services is beneficial for all. It not only helps children to unlock their potential but can also contribute to engaging parents and other family members with related measures to improve employment, job-related training, parent education, and leisure-time activities (DGEC, 2014, p. 5).

Increasing access to ECEC has been one of Europe's priorities since 1992 following the publication of the Council Recommendations on Childcare (92/241/EEC). Increasing access to high quality ECEC is also the focus of the European benchmark that calls for the participation of at least 95% of children between the age of 4 and compulsory school age by 2020, addressing child poverty and preventing early school leaving, two of the headline targets of the EU2020 Strategy (DGEC, 2014, pp. 5f).

This European benchmark which is part of the Education and Training 2020 Strategy calls for greater access for children from disadvantaged backgrounds. It also calls for the quality of provision and support for ECEC teachers to be strengthened. ... In 2011, in response to requests from Member States, the European Commission launched a process of cooperation to address the two-fold challenge of providing access to child care and education for all, and raising the quality of ECEC provision (DGEC, 2014, p. 6).

Some other ISOTIS-relevant contributions commissioned by or produced in collaboration with the European Commission:

- Bennett, J., et al. (2012). [Early childhood education and care \(ECEC\) for children from disadvantaged backgrounds: Findings from a European literature review and two case studies](#). Commissioned by the European Commission, Directorate – General for Education and Culture.
- European Institute of Education and Social Policy (2012). [Early childhood education and care \(ECEC\) in promoting educational attainment including social development of children from disadvantaged backgrounds and in fostering social inclusion](#).
- European Commission (2011). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: [An EU Framework for National Roma Integration Strategies up to 2020](#). Brussels: European Commission.
- Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 27 November 2012 on [the participation](#)

[and social inclusion of young people with emphasis on those with a migrant background](#) (2012/C 393/05)

- Carrera, S. & Geyer, F. (2009). [EU Policy on Education: The Impact on the Social Inclusion of Vulnerable Groups](#). CEPS Special Report/September 2009
- European Commission Research and Innovation & Jon Kvist (2016). [Fighting poverty and exclusion through social investment. A European research perspective: a policy review](#)

(See especially pp. 37-38, Early life and pp. 62-68, project overview)

The fight against poverty and social exclusion is at the heart of the Europe 2020 strategy for smart, sustainable and inclusive growth. With more than 120 million people in the EU at risk of poverty or social exclusion, EU leaders have pledged to bring at least 20 million people out of poverty and social exclusion by 2020. In the aftermath of the crisis, welfare states are called to address multi-level social risks while securing their financial sustainability. This Review presents evidence from Framework Programme research projects with a view to address the challenges of poverty and social exclusion. It puts forward policy recommendations that put the emphasis on social investment and protection and pave the way for upward convergence in employment and social issue.

See also:

- EUROSTAT (2016), [Europe 2020 indicators - poverty and social exclusion](#) and [Children at risk of poverty or social exclusion](#).
- European Commission (2013). [Investing in children: breaking the cycle of disadvantage](#). Brussels: Commission Recommendation of 20.2.2013.

[European Union Agency for Fundamental Rights](#) (2017). [Together in the EU - Promoting the participation of migrants and their descendants](#).

Integrating migrants, refugees and their descendants is of critical importance for the future of the European Union. This report examines Member States' integration policies and action plans for promoting their participation in society, focusing on non-discrimination, education, employment, language learning and political engagement.

[EUROFOUND](#) - European Foundation for the Improvement of Living and Working Conditions

- Eurofound (2015). [Early childhood care: Accessibility and quality of services](#). Luxembourg: Publications Office of the European Union.

[SIRIUS](#) Policy Briefs Series

SIRIUS was a European Policy Network on the education of children and young people with a migrant background funded by the European Commission, terminated in 2014.

- Issue No. 1: [Enhancing EU Education policy. Building a Framework to Help Young People of Migrant Background Succeed](#). *Author: Miquel Àngel Essomba*
- Issue No. 2: [Mentoring: what can support projects achieve that schools cannot?](#). *Authors: Maurice Crul and Jens Schneider*
- Issue No. 3: [Developing school capacity for diversity](#). *Author: Sabine Severiens*

- Issue No. 4: [Language support for youth with a migrant background. Policies that effectively promote inclusion](#). Authors: *Hanna Siarova and Miquel Àngel Essomba*
- Issue No. 5: [Migrant education and community inclusion](#). Author: *Rafael Berger Sacramento*
- Issue No. 6: [Reducing the risk that youth with a migrant background in Europe will leave school early](#). Authors: *Ward Nouwen, Noel Clycq and Daniel Ulicna*
- SIRIUS [Position Paper](#) (2013)

[Council of Europe](#)

On the home page of the Council of Europe a number of relevant ISOTIS-relevant resources in terms can be found. See especially the site of [The Commissioner for Human Rights and Education](#).

- [Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#)
- [Time for Europe to get migrant integration right. Issue Paper published by the Council of Europe Commissioner for Human Rights](#). (2016)
- [The linguistic and educational integration of children and adolescents from migrant backgrounds](#) (Little, D., ed., 2010).
- [Plurilingual Education in Europe](#) (2005)
- [Plurilingual and pluricultural Competence](#) (2010/1997)
- [From linguistic diversity to plurilingual education: Guide for the Development of Language Education Policies in Europe](#) (2007)
- [Equal opportunities and quality inclusive Education](#)

[The Organisation for Economic Co-operation and Development \(OECD\)](#)

OECD (2016). [Education at a Glance 2016: OECD Indicators](#) (pp.298-314)

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

See especially Indicator C2 in the report: [How do early childhood education systems differ around the world?](#)

Other relevant sources provided by the OECD:

- [Education by Country](#) (OECD Directorate for Education and Skills)
- [Starting Strong IV: Monitoring Quality in Early Childhood Education and Care](#)
- [Starting Strong III: A Quality Toolbox for Early Childhood Education and Care](#)
- [Starting Strong II: Early Childhood Education and Care](#)
- [Starting Strong: Early Childhood Education and Care](#)
- OECD (2012). [Equity and Quality in Education: Supporting Disadvantaged Students and Schools](#). OECD Publishing. <http://dx.doi.org/10.1787/9789264130852-en>
- OECD (2008). [Ten Steps to Equity in Education](#). Policy Brief.
- OECD (2011). [What can parents do to help their children succeed in school?](#) PISA IN FOCUS 2011/10

UNESCO – Early Childhood Education and Care

In line with the Education 2030 agenda, UNESCO supports national, regional and international efforts to expand and improve ECCE provision equitably so as to provide every child a best start in life.

- UNESCO International Bureau of Education (2016). Reaching out to all learners: A resource pack for supporting inclusive education. Training Tools for Curriculum Development. Retrieved from http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf.
- UNESCO-Council of Europe (2014). [Inclusion from the start Guidelines on inclusive early childhood care and education for Roma children](#). Paris: UNESCO.
- Ball, J. (2011). [Enhancing Learning of Children from Diverse Language Backgrounds: Mother Tongue Based Bilingual or Multilingual Education in the Early Years. Analytical Review Commissioned for UNESCO](#). Paris, 2010/ED/BAS/ECCE/PI/1.
- Marope, P. T. M. & Kaga, Y. (eds). (2015). [Investing against Evidence. The Global State of Early Childhood Care and Education](#). Paris: UNESCO.
- [Policy Guidelines on Inclusion in Education](#) (2009)
- Michelle J. Neuman, M.J., Josephson, K. & Chua, P.G. (2015). [A Review of the Literature: Early Childhood Care and Education \(ECCE\) Personnel in Low- and Middle-income Countries Results for Development Institute](#). Paris: UNESCO.
- Mitchell, L. & Taylor, M. (2015). [A Review of International and National Surveys relevant to Early Childhood Care and Education Provision and the Teaching Workforce](#). Paris: UNESCO.

Other policy briefs from different projects, networks and initiatives:

[Network of researchers working on the social dimension of education and training](#)

Public Policy and Management Institute (PPMI) – Vilnius, Lithuania

This network bring together experts working on social aspects of education and training from a broad geographical scope, in particular from the EU Member States. The database developed by the network includes policy relevant contributions and recommendations covering all levels of education and training from the perspective of lifelong learning. Some ISOTIS-relevant examples:

- Herzog-Punzenberger, B.; Le Pichon-Vorstman, E.; Siarova, H. (2017). [Multilingual Education in the Light of Diversity: Lessons Learned](#). NESET II report, Luxembourg: Publications Office of the European Union, 2017. doi: 10.2766/71255.
- Downes, P.; Nairz-Wirth, E.; Rusinaitė, V. (2017). [Structural Indicators for Inclusive Systems in and around Schools](#). NESET II report, Luxembourg: Publications Office of the European Union, 2017. Doi: 10.2766/200506.
- Budginaitė, I., Siarova, H., Sternadel, D., Mackonytė, G., Spurga, S. (2016). [Policies and practices for more equality and inclusion in and through education: Evidence and policy guidance from European research projects funded under FP6 and FP7](#).

NESET II report, Luxembourg: Publications Office of the European Union, 2016. doi: 10.2766/300891.

EURISLAM Policy Brief (2012?). [Finding a Place for Islam in Europe: Cultural Interactions between Muslim Immigrants and Receiving Societies.](#)

Mynarska, M., Riederer, B., Jaschinski, I., Krivanek, D., Neyer, G. and L. Oláh (2015). [Vulnerability of families with children: Major risks, future challenges and policy recommendations.](#) FamiliesAndSocieties Working Paper 49 (2015).

Mynarska, M., Riederer, B., Jaschinski, I., Krivanek, D., Neyer, G. and L. Oláh, edited by Ann Zimmermann (2016). [Vulnerability in Times of Family Diversity - A Practitioners' View.](#) Population & Policy Compact Policy Brief No. 11, June 2016

Clewett, P. (2015). [Understanding Transnational Dynamics in European Immigrant Integration Policy.](#) Migration Policy Institute, co-funded by the European Union.

ORGANISATIONS, NETWORKS, ALLIANCES

The Organisation for Economic Co-operation and Development ([OECD](#)), [Directorate for Education and Skills](#)

- [Early Childhood Education and Care](#)
- [Early Childhood Education and Care Network](#)

OECD - [The Centre for Educational Research and Innovation](#) (CERI)

CERI does extensive research work that covers learning at all ages, from birth to old age. It goes beyond the formal education system. While having a particular concern with emerging trends and issues, CERI reflects on the futures of schools and universities. CERI often has a longer timeframe than most work, typically aiming to set an agenda for the future, with a goal to ensure that the work is thoroughly integrated with empirical analysis and innovation awareness. Specific emphasis is put on accumulating statistical evidence to the value of its research work.

- [CERI - Teacher Education for Diversity](#)

United Nations Children's Fund ([UNICEF](#))

- [Early Childhood Development](#)
- [Early childhood education and school readiness](#)
- [Innovations in education](#)
- [Inclusive Education](#)
- [Simulations for Equity in Education \(SEE\)](#)
- [Quality of education and child-friendly schooling](#)
- [Out-of-School Children Initiative](#)
- [Girls' education and gender equality](#)
- [Data, monitoring and evaluation](#)

United Nations Educational, Scientific and Cultural Organization ([UNESCO](#))

- [Education for All Movement](#) (EFA)
- [Rethinking Education: Towards a global common good?](#)
- [Inclusive Education](#)
- [Early Childhood Care and Education](#)
- [Parental support to learning](#)
- [UNESCO's International Institute for Educational Planning](#) provides a "Library" including literature on different aspects of [parental support](#)

[European Commission](#)

- [Migration and Ethnic Diversity](#)
- [Progress towards common EU education & training objective – migrants](#)

European Commission, Library and e-Resources Centre (2015). [Selected publications on refugees' and migrants' integration in schools](#).

Selected publications covering the following topics:

- Refugee children and education,
- Immigrant children and education,
- Migration, asylum and linguistic diversity in school.

[Social Protection & Social Inclusion](#)

European Commission, Employment, Social Affairs & Inclusion

See also: [European platform against poverty and social exclusion](#)

[European Platform for Investing in Children \(EPIC\)](#)

The European Platform for Investing in Children (EPIC) is an evidence-based online platform that provides information about policies that can help children and their families face the challenges that exist in the current economic climate in Europe

[EU Alliance for Investing in Children](#)

The EU Alliance for Investing in Children brings together over 20 European networks sharing a commitment to end child poverty and to promote child well-being across Europe.

[Written declaration, under Rule 136 of Parliament's Rules of Procedure, on investing in children](#)

[European Union Agency for Fundamental Rights](#)

The European Union Agency for Fundamental Rights (FRA) is the EU's centre of fundamental rights expertise. It is one of the EU's decentralised agencies. These agencies are set up to provide expert advice to the institutions of the EU and the Member States on a range of issues. The Agency helps to ensure that the fundamental rights of people living in the EU are protected.

The Agency assists EU institutions and EU Member States in understanding and tackling challenges to safeguard the fundamental rights of everyone in the EU through the collection and analysis of data in the EU. Working in partnership with the EU institutions, its Member States and other organisations at the international, European and national levels, the Agency plays an important role in helping to make fundamental rights a reality for everyone living in the EU.

[SIRIUS-Network](#)

SIRIUS was a European Policy Network on the education of children and young people with a migrant background (terminated 2014). The SIRIUS network was funded by the Lifelong Learning Programme of the European Commission. The essential mission of the SIRIUS policy network was to promote and enhance the knowledge transfer among stakeholders in

order to improve the education of children and youngsters from migrant background. The mission was based on three actions:

- Knowledge transfer
- Influencing policy development and implementation
- Bringing together partners from EU countries and key stakeholders, including policy makers, researchers, practitioners, representatives of migrant communities, NGOs, international organizations, etc.

SIRIUS provided [Migrant Education News](#).

[The Consultative Group on Early Childhood Care And Development](#)

The Consultative Group on Early Childhood Care and Development (CGECCD) is a global inter-agency consortium with strong links to regional networks and a track record of advocacy and knowledge generation and dissemination at an international level. Established in 1984 by a small group of donor funding agencies, it has evolved into a well-respected global network with committed partner agencies, institutions and professionals involved in the field of ECCD at all levels. The focus on young children (0 to 8yrs), their families and communities remains highly relevant in 2013 when taking into account the very large numbers of young children living in difficult and resource-poor contexts and the effects this has on their overall physical, social and cognitive development and well-being.

See also: [The Importance of Early Childhood Development to Education](#)

[Network of researchers working on the social dimension of education and training](#)

Public Policy and Management Institute ([PPMI](#)) – Vilnius, Lithuania

This open database contains highly qualified and experienced experts working on social aspects of education and training. It includes NESET II Network members and outside experts. The database covers all levels of education and training from the perspective of lifelong learning and contains members from a broad geographical scope, in particular from the EU Member States.

Initiated by The European Commission's Directorate-General for Education and Culture initiated as the successor to NESSE (2007-2010) and NESET (2011-2014). The Public Policy and Management Institute is responsible for the administration of the NESET II network

[European Agency for Special Needs and Inclusive Education](#)

The Agency is funded by the member countries' ministries of education and supported by the EU institutions and received an operating grant via the Jean Monnet initiative of the EU Erasmus+ education programme (2014–2020).

The European Agency for Special Needs and Inclusive Education is an independent organisation that acts as a platform for collaboration for its member countries, working towards ensuring more inclusive education systems.

The agency is the only European body maintained by member countries with the specific mission of helping them improve the quality and effectiveness of their inclusive provision for all learners. A permanent network of ministerial representatives decides upon the specific priorities for our annual and multi-annual work programmes. This ensures that the Agency's work aligns with the priorities of the ministries of education in the member countries.

The work of the Agency is in line with and directly supports all international and European Union (EU) policy initiatives on education. The aim is to ensure equity, equal opportunities and rights for all learners, in particular those who are vulnerable to marginalisation and exclusion, such as students with disabilities and/or special educational needs.

See an extensive collection of [publications, reports and reviews](#) and further:

- [Inclusive Early Childhood Education: An analysis of 32 European examples](#)
- [Information and Communication Technology for Inclusion – Research Literature Review](#)
- [Agency Position on Inclusive Education Systems](#)

[Open Society Foundations – Early Childhood Education](#)

The Open Society Foundations work to build vibrant and tolerant democracies whose governments are accountable and open to the participation of all people. The New York based foundation seeks to

- strengthen the rule of law; respect for human rights, minorities, and a diversity of opinions; democratically elected governments; and a civil society that helps keep government power in check.
- help to shape public policies that assure greater fairness in political, legal, and economic systems and safeguard fundamental rights.
- implement initiatives to advance justice, education, public health, and independent media.
- protect and improve the lives of people in marginalized communities.

The Open Society Foundations is particularly interested in the [Roma community](#) emphasizing [education of Roma people](#).

See also the following report including a list of actors with work relevant to education for migrant, minority and marginalised children in Europe (EMMME), pp. 84-89:

- Brind, T., Harper, C. & Moore, K. (2008). [Education for Migrant, Minority and Marginalised Children in Europe](#). A report commissioned by the Open Society Institute's Education Support Programme.

[Roma Education Fund](#)

The Roma Education Fund (REF) was created in the framework of the Decade of Roma Inclusion in 2005. Its mission and ultimate goal is to close the gap in educational outcomes between Roma and non-Roma. In order to achieve this goal, the organization supports policies and programs which ensure quality education for Roma, including the desegregation of education systems. REF promotes Roma inclusion in all aspects of the national education

systems of countries participating in the Decade of Roma Inclusion, as well as other countries that wish to join in this effort.

[Transatlantic Forum on Inclusive Early Years Investing in the Development of Young Children from Migrant and Low-Income](#)

The King Baudouin Foundation, together with partner foundations from Europe and the United States, have created the Transatlantic Forum on Inclusive Early Years, bringing together leading scientists, practitioners, civil society members, business leaders and political decision-makers from Europe and North America. Forum participants will explore policies and projects supporting the early childhood development of children from migrant and low-income families. The aim is to exchange newest research results, strategies, policies, innovations and best practices and create the opportunity to scale-up existing knowledge and evidence based research

[Early Childhood Education and Services for all! Policy Recommendations Derived from the Forum.](#)

[Eurochild](#)

Eurochild advocates for children's rights and well-being to be at the heart of policymaking. This network of organisations is working with and for children throughout Europe, striving for a society that respects the rights of children on the basis of the United Nations Convention on the Rights of the Child. The purpose is to influence policies, build internal capacities, facilitate mutual learning and exchange practice and research.

[Migration Policy Institute](#)

The Migration Policy Institute is an independent, nonpartisan, non-profit think tank in Washington, DC dedicated to analysis of the movement of people worldwide. MPI provides analysis, development, and evaluation of migration and refugee policies at local, national, and international levels. It aims to meet the demand for pragmatic and thoughtful responses to the challenges and opportunities that large-scale migration, whether voluntary or forced, presents to communities and institutions in an increasingly integrated world.

[Strengthening Local Education Systems for Newly Arrived Adults and Children: Empowering Cities through Better Use of EU Instruments](#)

[National Center for Culturally Responsive Educational Systems](#)

Richards, H.V., Brown, A.F., & Forde, T.B. (2004). [Addressing Diversity in Schools: Culturally Responsive Pedagogy.](#)

PROJECTS, RESEARCH PROGRAMS

[Languages in Education, Languages for Education](#)

A platform of resources and references for plurilingual and intercultural education provide by the Council of Europe.

[Plurilingual and intercultural learning through mobility. Practical resources for teachers and teacher trainers](#)

European Centre for Modern Languages in collaboration with the Council of Europe.

[Plurilingual and pluricultural awareness in language teacher education. A training kit](#) (2007)

[Local Engagement for Roma Inclusion \(LERI\) - Multi-Annual Roma Programme](#)

LERI is a qualitative action research project under [FRA's multi-annual Roma Programme](#) strated in 2013. It was developed in response to the [European Commission's](#) Communication on an [EU Framework for National Roma integration strategies up to 2020](#). LERI brings together local authorities and residents, in particular Roma, to investigate how they can best be involved in Roma integration actions, and identify which aspects of these actions work, which do not, and why. The aim of the project is to facilitate the engagement of all local stakeholders, including Roma, in joint efforts to enable Roma inclusion. The experience gained and the lessons learned during the process will help improve the design, implementation and monitoring of Roma integration policies and actions at the local level. The [European Union Agency for Fundamental Rights](#) provides a comprehensive of [publications and resources](#)'.

[The immigration of Romanian Roma to Western Europe: Causes, effects and future engagement strategies – MigRom](#)

The project investigates the experiences, motivations, and ambitions of Roma migrants from Romania who have recently moved to Italy, France, Spain, and the UK, and the effect of migration on their own lives and on the lives of relations left behind in the home communities in Romania. It also investigates popular, media, and official reactions to Roma immigration.

Involving assistants from the Roma communities and drawing on the expertise of an interdisciplinary team of leading scholars in Romani studies, the project will deliver a much-needed 'Ethnography of Roma Migration': an innovative analysis of the causes and effects of Roma migration, an assessment of examples of good practice of integration of Roma migrants and a criteria schema for assessing good practice, a practical contribution to capacity building in Roma migrant communities, policy recommendations, and models for community engagement strategies.

The project attempts to illuminate the Roma perspective on migration through a comparative investigation that will be based in Roma communities and in Roma homes.

There is an extensive [list of publications](#).as well as [briefs and reports](#).

UNICEF (2012). [Inequities in Early Childhood Development. What the data say. Evidence from the Multiple Indicator Cluster Surveys.](#)

Parents and other caregivers play a critical role in determining children's chances for survival and development, and they can empower children to become architects of their own lives.

Data collected through MICS3 provide valuable information on selected childcare practices and aspects of the **home environment** that either contribute to the healthy development of children under age 5 or place them at risk. This publication looks at multiple variables at play in these areas, based on the following selected indicators:

- Availability of children's books in the home
- Support for learning (that is, caregiver engagement in activities that promote early learning and school readiness)
- Use of disciplinary practices, both positive and violent
- Absence of one or both biological parents
- Being left at home alone or with inadequate care
- Access to early childhood care and education services. (p. 4)

This report might also be a conveniently source for identifying items for the interview study. See also in collaboration with UNICEF:

- Bennett, J. (2012). [Roma Early Childhood Inclusion. The RECI Overview Report.](#) The Open Society Foundations, Roma Education Fund, UNICEF.

[A good start for all: Sustaining Transitions across the Early Years - START](#)

The project START aims at improving practices for supporting children and families facing the transitions from one educational setting to another (starting from childcare, through kindergarten and to primary school) and from one context to another (eg. from home environment, Roma community to formal settings).

[Families And Societies – Changing families and sustainable societies: Policy contexts and diversity over the life course and across generations](#)

A large-scale integrative research project funded by the European Union's 7th Framework Programme, coordinated by Stockholm University.

Overarching core questions of this project are: What will families look like in the future? Are existing social- and family policies compatible with changes in family patterns? The main objectives of the project are:

- To investigate the diversity of family forms, relationships, and life courses in Europe.
- To assess the compatibility of existing policies with family changes.
- To contribute to evidence-based policy-making.

See an extensive [list of publications](#) from this project. In the following, we will render the abstracts from summary reports and state of the art reports of some work-packages considering them as most relevant for the ISOTIS-project:

[WP2: Diverse family configurations – Life goals and life course transitions](#)

State-of-the-art report: Changes in the life course, [Working Paper 6\(2014\)](#)

Ariane Pailhé, Dimitri Mortelmans, Teresa Castro, Clara Cortina Trilla, Marie Digoix, Patrick Festy, Sandra Krapf, Michaela Kreyenfeld, Vicky Lyssens-Danneboom, Teresa Martín-García, Wilfried Rault, Olivier Thévenon and Laurent Toulemon.

The dynamics of family formation and disruption have changed in contemporary societies. Compared to previous decades, more people cohabit, have children outside marital unions, experience the dissolution of their unions, re-partner, enter stepfamilies, live separately from their children or remain childless. Family life courses have become increasingly diverse, as the sequence of events and the pace at which they occur have become less standardized than before. Moreover, new types of households such as single parent families, Living-Apart-Together relationships and same sex couples are emerging. This report contains a comprehensive literature overview of state-of-the-art knowledge about the dynamics of the development of family constellations and non-standard families. It discusses how current research can be further developed to improve our understanding of determinants of changes in family structure. It underlines that future research needs to consider the family as a dynamic entity.

[WP5: Family dynamics and inequalities in children's life chances](#)

Family Dynamics and Inequalities in Children's Life Chances: Summary and Key Findings from WP5, [Working paper 68\(2017\)](#)

Diederik Boertien, Fabrizio Bernardi and Juho Härkönen

Abstract: The landscape of European families has changed dramatically over the last decades. Whereas the post-war era family was characterized by stability and two biological parents, several 'non-traditional' forms have become increasingly more common over time such as single mother and step-families. Most research has focused on the average association between parental separation and child outcomes. The research completed within this work package has aimed to move to more complex questions that involve a greater variety of family forms and that aims to identify situations where family structure has greater or smaller impacts on children's life chances. This work package has additionally researched the variation in the effects of different family forms on child outcomes over time, across countries, and between social groups, as well as some of the mechanisms that can be seen responsible for these effects. This final report gives an overview of the research done in this Work Package, and provides general reflections and recommendations for future research.

[WP6: Childcare arrangements: determinants and consequences](#)

Summary Report of Key Findings for WP6 - [Working paper 63\(2016\)](#)

Daniela Del Boca, Chiara Monfardini and Sarah Grace See

This report summarizes the key findings of the Work Package 6: "Child Care and Child Outcomes." The general objective of the work package was to explore child

care arrangements and the determinants and consequences of their usage for different families and different family members using an interdisciplinary child development process framework. To achieve this general objective, we focused on the following specific objectives: (1) To study how parental time allocation decision and income investment on children depend on family structure in different institutional contexts, (2) To analyse different dimensions of children outcomes and their determinants in terms of time and income investments and child care decisions, (3) To address gender differences (i.e., whether parents' characteristics and child care have different impacts on the cognitive outcomes of girls and boys), (4) To study how different forms of parental and formal child care influence children outcomes in migrant and native families, (5) To deepen the understanding of the motivations of parents for using a particular source of child care, (6) To study families with disabled children in different countries of Europe concerning child care and implications on well-being of all family members, and (7) To study the social and health implications of child home versus municipality day care in Finland, and to compare the results with other European countries addressing association, if any, between specific child care arrangements and later cognitive achievement of children. We find overall positive effects of early parental and non-parental care on child outcomes. The results regarding parental care indicate the role of family policies supporting both parents' investments as well as children themselves. The results regarding non-parental care show that both availability as well as quality of child care matter and that the impact on child outcomes is greater for children from disadvantaged backgrounds.

[WP7: Intergenerational linkages in the family: The organization of caring and financial responsibilities](#)

Intergenerational linkages in the family: The organization of caring and financial responsibilities: Summary of results, [Working paper 61\(2016\)](#)

Kasia Karpinska, Pearl A. Dykstra, Thijs van den Broek, Maja Djundeva, Anita Abramowska-Kmon, Irena I. Kotowska, Michaela Haragus, Paul-Teodor Haragus, Cornelia Muresan and Pau Marí-Klose

This report summarizes the main results achieved by the Work Package 7: "Intergenerational linkages in the family: The organization of caring and financial responsibilities". The general objective of this work package was to investigate how policy contexts shape the organization of caring and financial responsibilities for young and old family members, and consequently family well-being. Caring pertains to practical help, personal care, and emotional assistance. Indicators of family well-being are the psychological and physical health, functioning, and financial well-being of its members. To achieve this general objective, we focused on five specific objectives. We studied: (1) conditions under which co-residence is a preferred or a defaults living arrangement; (2) transfers "up" and "down" family lines and their implications for family well-being; (3) norms of family obligation and actual giving and receipt of financial support and care; (4) implications of different policy arrangements for inequalities in and between families; and (5) the effect of recent economic crisis on intergenerational dependencies. The outlined research projects were executed comparing different European countries with special emphasis on Eastern European countries.

[WP8: New Europeans – Social Inclusion of Migrant and Ethnic Minority Families](#)

Summary Report of the Key Findings for Work Package 8, [Working paper 67\(2017\)](#)

Hill Kulu, Tina Hannemann, Amparo González-Ferrer, Gunnar Andersson and Ariane Pailhé

The aims of this report are to summarise the main findings of studies on migrant and ethnic minority families in Europe, to discuss how various factors shape family patterns of immigrants and their descendants and to provide policy recommendations. The analysis of partnership dynamics, mixed marriages and childbearing behaviour shows that there is a significant diversity of partnership patterns and family forms among immigrants and their descendants in European countries. Factors related to family of origin and country of residence are important in explaining differences in partnership and fertility behaviour between population subgroups. Overall, family patterns of the 'second-generation' fall in-between those of their parents' generation and the respective native populations. The differences to natives are expected to further decline in the 'third generation', but a significant intra-group heterogeneity will likely persist. Policy-makers should be aware of the diversity of partnership forms and the presence of large families in some minority groups and small families in others and ensure that all families are supported. Children from different types of families should have the same opportunities as those from the 'average' families.

[The integration of European Second Generation - TIES](#)

The TIES project coordinated by Vrije Universiteit Amsterdam (VU), Erasmus University Rotterdam (EUR), Netherlands and the Institute for Migration Research and Intercultural Studies (IMIS), Osnabrück University, Germany. TIES is a collaborative and comparative research project on the descendants of immigrants from Turkey, Ex-Yugoslavia and Morocco in eight European countries (Austria, Belgium, France, Germany, the Netherlands, Spain, Sweden and Switzerland). The "second generation" refers to those children of immigrants who were actually born in the receiving country, and have followed their entire education there.

There are three subprograms in TIES:

1. Best Practice in Eight Cities in Five Countries. A program funded by the Volkswagen Stiftung comparing second generation Turkish youth and a control group in Germany, France, the Netherlands, Austria and Switzerland.
2. A research project in fifteen cities in eight countries. Programs funded by ESF-ECRP in 2005 and 2006 gave extra funding to Netherlands, Austria and Switzerland and made it possible to include three new partners: (1) Spain; comparing second generation Moroccan youth and a control group, (2) Sweden; second generation Turkish youth and control group, (3) Belgium, second generation Turkish and Moroccan youth and a control group.
3. The Research and Training Network. A program funded in the Marie Curie Program. This program enabled us to hire two post-docs and twelve PhD students to work with the TIES data set.

A comprehensive [publication list](#) is available. See for example: Syed Ali and Tineke Fokkema (2011). [The Importance of Peers: Assimilation Patterns among Second-Generation Turkish Immigrants in Western Europe](#). Working Paper No. 83, University of Oxford.

[EURISLAM - Research project](#)

EURISLAM is a European comparative research project funded in the 7th Framework Programme for Research – Social Science and Humanities of the European Commission. The research program lasted from 2009 to 2012 and produced a triangulation of research findings in which different methodologies were used resulting in a combination of quantitative and qualitative insights.

EURISLAM analyses how the incorporation of Islam in European Member States is influenced by national traditions of identity, citizenship and church-state relations. EURISLAM studies how these traditions have affected interactions between Muslim immigrants and their offspring and the receiving society. Fieldwork is conducted in Belgium, France, Germany, the Netherlands, Switzerland and the UK.

A comprehensive number of [publications, documentation and policy recommendations](#) is available.

[Tolerance, Pluralism and Social Cohesion: Responding to the Challenges of the 21st Century in Europe - ACCEPT PLURALISM](#)

A research project funded by the European Union's 7th Framework Programme, coordinated by European University Institute - Robert Schuman Centre, Florence.

The project aims to investigate whether European societies have become more or less tolerant during the past 20 years. Bringing together empirical and theoretical findings, ACCEPT PLURALISM generates a State of the Art Report on Tolerance and Cultural Diversity in Europe targeting policy makers, NGOs and practitioners, a Handbook on Ideas of Tolerance and Cultural Diversity in Europe aimed to be used at upper high school level and with local/national policy makers, a Tolerance Indicators' Toolkit where qualitative and quantitative indicators may be used to score each country's performance on tolerating cultural diversity, and a book on Tolerance, Pluralism and Cultural Diversity in Europe, mainly aimed to an academic readership.

The project includes direct communication with and input from policy makers, civil society, political and media actors for the dissemination and exploitation of its findings. The consortium is formed by 17 partner institutions and is coordinated at the RSCAS by Anna Triandafyllidou.

See also a commented [overview over core publications](#) (2013), Addressing tolerance and diversity discourses in Europe: A Comparative Overview of 16 European Countries (Ricard Zapata-Barrero and Anna Triandafyllidou, (Eds.), 2012) and the comparative policy brief [Education on the Edge: Roma segregation in the schools of five EU Member States](#)

[Resilience Curriculum - Rescur](#)

Rescur is a three-year LLP Comenius project (2012-2015) coordinated by the University of Malta and including University of Crete (Greece), University of Lisbon (Portugal), Orebro University (Sweden), University of Pavia (Italy), and University of Zagreb (Croatia).

It is aimed at developing a resilience curriculum for early and primary education in Europe through intercultural and transnational collaboration, tapping into the resources and expertise

of the various partners. The curriculum will be developed on the basis of the current social, economic and technological needs and challenges of the partners involved, and seek to develop in learners the requisite knowledge and skills needed to overcome such challenges in their lives to achieve academic success and social and emotional wellbeing as young citizens in the EU. It will seek to address the needs of vulnerable children such as Roma children, children with disability, gifted children, and children of refugees, immigrants and ethnic minorities. The curriculum will be piloted in a number of schools in each partner country and the final product includes manuals for school teachers and parents.

See also [presentations](#) and the [publication list](#) form the project.

[Inclusive Education in Action](#) – IEA

UNESCO, funded with support from the Lifelong Learning Programme of the European Union.

The Inclusive Education in Action (IEA) project was based on a unique collaboration between the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the European Agency for Development in Special Needs Education (the Agency). The project drew upon the respective knowledge and expertise from the two organisations and their international networks of policy makers and practitioners.

See also: European Agency for Development in Special Needs Education, 2010. [Inclusive Education in Action – Project Framework and Rationale](#). Odense, Denmark: European Agency for Development in Special Needs Education.

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