



so keres!
 hei! γειά σου!
 hi! hola! مرحبا
 ciao! dobry den! hello!
 你好! olá! hallo!
 salut!



**ENROL IN THE
 ISOTIS VIRTUAL
 LEARNING
 ENVIRONMENT**



an online platform for
 children, parents and
 education professionals
 that promotes the use
 of different languages.



ISOTIS

is a collaborative research project
 funded by the European Union,
 which includes 17 partners and
 11 countries.



The central goal of ISOTIS is
 to build on the strengths and
 potential of culturally and
 linguistically diverse families
 to create inclusive and effective
 education and support systems.



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Participating countries:

Czech Republic, England, France,
 Germany, Greece, Ireland, Italy,
 The Netherlands, Norway, Poland,
 and Portugal.



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ISOTIS

**INCLUSIVE EDUCATION AND SOCIAL SUPPORT
 TO TACKLE INEQUALITIES IN SOCIETY**

Giving voice to a diverse and inclusive European society



The power of school, family, neighbourhood environments and country policies in shaping the future of diverse children in Europe

Analyses of international student assessment data (e.g., TIMSS, PIRLS, PISA) collected at different grades and ages, and adult survey and assessment data (e.g., PIAAC), demonstrated educational disadvantages associated with socioeconomic status and migrant background are on the rise in the past 25 years, and are already visible in the very early years of life. While some children with a migrant background enjoy over-proportional achievement gains in school, most do not catch-up and socioeconomic status differences prevail.

Education system characteristics, such as an early care and education starting age with reduced access hurdles facilitate a more equalized start into school life. Targeted and universal ECEC interventions and policies, and awareness and sensitiveness to different values and cultural expectations can also alleviate early educational inequality.

Giving voice to culturally and linguistically diverse parents and children: contributing factors to their well-being and inclusiveness

Structured and in-depth interviews with, respectively, 3938 and 244 culturally and linguistically diverse parents living in 10 countries revealed that parents value (pre)schools which embrace their cultural and linguistic heritage, while also supporting their children in learning the national language. A fair and representative image in public discourse and media is also relevant to tackle discrimination. Better material and neighbourhood conditions can promote parents' well-being, life satisfaction, and competence as parents. Interviews with 331 children in (pre)school settings and afterschool contexts in cultural and social diverse areas in seven countries indicated that children value the learning of their national language, while recognizing different backgrounds and home languages. Children

highlighted continuity between home and (pre)school, their parents' regular involvement in (pre)school, and participation in decision-making as contributing to their well-being and inclusiveness.

What key features of parent and family-focused support foster outreach and service quality?

Literature review, inventory and case studies of promising programmes, and design-based research to develop a virtual learning environment (VLE) to support families in linguistically diverse contexts indicated key features of successful interventions aiming to foster the home learning environment and, thereby, educational equality. Trusting relationships with families, and tailoring the intervention to the needs of the target users are facilitating factors of successful outreach, that can be further potentiated by the use of ICT. Evidence-based practices, formative and summative evaluations, professional support for multiprofessional and multiqualificated practitioners, and cooperation between institutions can improve service quality, and adaptability to the parents' needs.

Promoting educational equality and belongingness in the classroom: the role of social contact, minority language, and minority culture

Successful interventions aimed at increasing inclusiveness through curriculum, practices, and social climate involve promoting children's learning and valuing their heritage language. Findings of seven in-depth case studies of curriculum, pedagogy, and/or social climate interventions tackling educational inequalities in (pre) school in seven European countries also demonstrated that using intercultural and multilingual curricula with cooperative learning and family involvement is essential to promote the achievement of all learners. Children's active role as drivers of change, investment in infrastructures and accessible multilingual digital tools should be privileged to build inclusive learning communities.

The role of continuous professional development in supporting inclusiveness in their work

A staff survey among over 1,000 professionals across ten European countries working in diverse formal and informal education settings revealed that more positive beliefs towards interculturalism and the use of different languages go hand in hand with more culturally sensitive practices and better parent-professional relationships. However, professionals reported feeling less competent in addressing diversity compared to other challenges in their work. Key features of promising professional development approaches include providing time and opportunities for reflection, enactment, and inter-collegial exchange, especially between professionals working in different contexts. It is also important that continuous professional development addresses the whole range of competences, including professionals' knowledge, skills, attitudes and beliefs.

Promoting Europe's inter-agency coordination for the well-being of children and families

Collaboration between services working with families seems to be better supported by a combination of promoting state level policies and strong local capacity to provide implementation and funding. Networks under local governance, with the involvement of communities and the third sector, are a promising strategy. Interviews with 61 service providers, coordinators and policy makers, as well as case studies of successful examples in eight countries highlighted facilitating factors of collaborative work such as strong leadership, development of shared values through regular meetings, clear professional goals, and receptivity of professionals to this type of work. A cohesive national salary and training structure with references to collaborative work, solutions to allow for secure data sharing, and active outreach and involvement of families can potentiate the quality and impact of services for the well-being of children and families.