



European Union

European Regional  
Development Fund

**WORLD'S BEST PRACTICE OVERVIEW**

**Development of Parent  
Involvement Models  
for Bilingual Pre- and  
Primary Schools (PIM, CB35)**

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ISBN 978-9985-4-1025-7 (pdf)

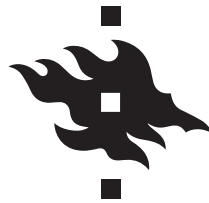
ISBN 978-9985-4-1024-0 (kogu teos)



TARTU ÜLIKOOL  
Narva kolledž



LATVIJAS  
UNIVERSITĀTE  
ANNO 1919



HELSINGIN YLIOPISTO

This material has been produced as part of the project “Development of Parent Involvement Models for Bilingual Pre- and Primary Schools (PIM, CB35)” funded by Central Baltic Programme

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# I Theoretical approaches to bilingual learning and parenting





Due to the growing mobility and opportunities for international cooperation, nowadays, many parents make a decision to teach their children two or more languages. Both the mass media and the web portals for parents are increasingly highlighting the benefits of the bilingual and bicultural development, for instance, these children have higher cognitive skills, language awareness and sensitivity to other cultures. Despite the research results revealing the positive impact of bilingualism on human development and labour market opportunities, the issue of bilingual education is still ambiguous as some parents continue to reject bilingual education (Martinez and Hinojosa, 2012). Many parents do not know what to start with, what methods to use and where to seek help when faced with problems. Within the mass media, social networks and educational institutions, parents of minority and majority children frequently display the lack of understanding and ignorance of the impact of bilingualism and simultaneous multi-language learning on the child's overall development and language acquisition process.

For bilingual education to be successful, besides educational programs and material resources, it is important to popularize the advantages of mastering two or more languages in the society. Positive motivation for language learning starts in the family. The family develops not only the attitude towards the mother tongue, but also teaches the tolerance towards different cultures, understanding the significance of personality in the country in which the person lives. This will influence also the ethnic relations in the state and the effectiveness of ongoing social integration (Alijevs, 2010). Skutnabb-Kangas (2009, 2010) studying linguistic human right in education argues that parents need to have solid, research-based knowledge about the long-term consequences of their choices. They need to know that education can be implemented in all languages, and that either/or is a false ideology. Children can master both their own language and one or several dominant languages well if the education is organised to make this possible. Multilingualism can enhance creativity. High-level multilinguals as a group often do better than corresponding monolinguals in tests measuring several aspects of 'intelligence', creativity, divergent thinking, cognitive flexibility, etc..

These viewpoints are strongly supported by several international declarations and recommendations that have made reference to the issues of languages and education. UNESCO Education Position Paper Education in a Multilingual World (2003) clarifies some of the key concepts stressing the importance of: 1) mother tongue instruction at the beginning of formal education for pedagogical, social and cultural considerations;

2) multilingual education with a view to the preservation of cultural identities and the promotion of mobility and dialogue; 3) foreign language learning as part of an intercultural education aiming at the promotion of understanding between communities and between nations. (UNESCO, 2003). As of minorities the United Nations Universal Declaration of Human Rights (1948), Convention and Recommendation against Discrimination in Education (1960), Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities (1992) and many others support the rights of minorities to learn and to be taught in the first language or their heritage language. The Convention on the Rights of the Child (1989) emphasizes that language has to be considered as an educational value. Article 29 states that “the education of the child shall be directed to... the development of respect for the child’s... cultural identity, language and values” (United Nations, 1989).

## Parental Education. Awareness Rising and Recommendations

Many parents are still prejudiced against the bilingualism – this is explained by the view among shared by the scholars on the bilingualism as rather a deficiency than a benefit up to the 70-ies of the 20th century (Nodari and de Rosa, 2003). Parents are concerned how simultaneous acquisition of two languages delays the development of the child, whether bilingualism will slow down the language development or how “the confusion of tongues” impacts the child’s development. Parents rather give preference to the language learning opportunities that would be favourable to a child’s social and emotional development, as well as future well-being. Studies conducted in different countries reveal that parents have a strong belief that the establishment of close personal link with the child is very important and as such it can be obtained by using the language spoken at home (Nemeth, 2012). Parents being informed on how language development is shaped by both communication between parents and children as well as its frequency leads to a positive impact on their attitude to language development (Smith and Gibbard, 2011).

In response to parents’ confusion about language acquisition and to promote the bilingualism in families, many countries regularly issue manuals for bilingual or multilingual parents for the parents who have made a decision to enhance their child’s bilingual or multilingual development.

The manuals and recommendations provide information in a clear and comprehensible language explaining what bilingualism or multilingualism stand for and how simultaneous multiple language acquisition affects the child’s language development. The analysis of numerous manuals and websites for parents in many countries leads to the conclusion that the goal of all the available resources is to dispel myths about the negative impact of bilingualism/multilingualism on child development and language acquisition. The authors explain that longitudinal and large-scale research on bilingual education show positive outcomes within the programs incorporating the mother tongue in the teaching/learning process for the extended period of time, and proves late withdrawal teaching models efficiency. The manuals and recommendations are mostly based on long-term observation studies, communication with parents, the research of experts’

(speech therapists, paediatricians, educators, psychologists, etc.) viewpoint; as well as the analysis of bilingualism or multilingualism experience in their own families (Baker 2014; Bourgoigne 2013; Leist-Villis 2008; Montanari 2004; Zurer Pearson 2008).

Mostly the resources for parents provide the information in the form of questions and answers, for instance,

### **What are the advantages of my child becoming bilingual?**

Research reveals that children who acquire a second language are more creative and better at dealing with complex problems than children who do not learn a second language. People who speak more than one language are able to communicate with a larger number of people, to read more literature and more fully enjoy trips abroad. Knowledge of other languages also provides a competitive advantage in the field of employment (Paradowski, 2010; Shevaler, 2014).

Colin Baker sums up the advantages in becoming bilingual as following:

- 1) **communication advantages** – wider communication: extended family, community, international links, employment;
- 2) **cultural advantages** – broader enculturation, a deeper multiculturalism, and two „language worlds” of experience, greater tolerance and less racism;
- 3) **cognitive advantages** – thinking benefits: creativity, sensitivity to communication;
- 4) **character advantages** – raised self-esteem, security in identity;
- 5) **curriculum advantages** – increased curriculum achievement, easier to learn a third language;
- 6) **cash advantages** – economic and employment benefits (Baker, 2014).

In addition, many scholars state persons’ health as a strong argument for the positive impact of bilingualism (Alladi et al., 2013). The researchers suggested bilingual switching between different sounds, words, concepts, grammatical structures and social norms constituted a form of natural brain training, which was likely to be more effective than any artificial brain training programme. These findings suggest that bilingualism might have a stronger influence on dementia than any currently available drugs. Moreover, researchers reveal that people who speak multiple languages are twice as likely to recover their mental functions after stroke as those who speak one language (Alladi et al., 2015).

### **Is earlier better?**

Bilinguals who learn two languages from birth are referred to as simultaneous bilinguals, and those who learn a first language followed by a second language – whether as toddlers or as adults – are referred to as sequential bilinguals. The evidence points to fairly robust

advantages for simultaneous bilinguals relative to sequential bilinguals. They tend to have better accents, more diversified vocabulary, higher grammatical proficiency, and greater skill in real-time language processing (Byers-Heinlein and Lew-Williams, 2013).

### **Is it normal for children to learn two languages at the same time?**

Based on the number of children around the world who are raised speaking more than one language, bilingual acquisition is probably becoming more “normal” than monolingualism (Genesee, 2007, a). It is myth that only very intelligent children can be bilingual – every child can learn multiple languages from birth (Steiner, 2008).

### **Will bilingualism result in developmental delays?**

There is no evidence that human beings are programmed to be monolinguals. In fact, brain scanning studies of adult bilinguals have demonstrated that the neural pathways for bilingual’s two languages are the same (and similar to monolinguals) but only if they had early bilingual language exposure. It has been even stated that perhaps our brains were neurologically set to be multilingual (Quiñonez Summer, 2015 with reference to Petitto, 2001).

It is crucial to distinguish between the application of the widely used term “language delay” in connection to children who seem to be taking longer than on average to start talking but their vocabulary development level fits well within the accepted norm from the clinical use of the term which implies a significant language development delay (Fenson et al., 1994). Unnecessary confusion and misinterpretation of the phenomenon may be rooted in not distinguishing between the concepts. There is no empirical evidence on bilingualism being the cause of any language delay (King and Fogle, 2006).

Children who have learned more than one language in their childhood are different from the children having only one language in their language repertoire as they have contact with different linguistic backgrounds; they communicate in a way to provoke the use of different resources, and are well aware of the aspects of the different cultural environment (Bialystok, 2001).

### **Will bilingualism result in language confusion?**

Research on child bilingual code mixing indicates that children who code-switch are not confused, because they are able to use their two languages appropriately with different people (Genesee, 2012). In fact, the ability to switch back and forth between languages is a sign of mastery of two linguistic systems, not a sign of language confusion. Children as young as 2 are able to code-switch in socially appropriate ways (King and Fogle 2006 with reference to Lanza, 1992; Quiñonez Summer, 2015).

**Will my child become confused if we use two languages in the home?**

There is absolutely no evidence that children get confused when parents use both languages in the same sentence (or utterance) – this is referred to as code-mixing or code-switching. As long as most people in the child’s family and community use only one language at a time, the child will learn that this is the appropriate way to use their two languages. Research shows that even children in the earliest stages of bilingual development know how to use their languages separately, even with strangers they have never met before (Genesee, 2007,b). It is myth that bilingualism leads to confusion, causing children to mix languages and never become proficient in either and fact that it is normal for children to mix languages as they learn them (Steiner, 2008).

**Will my child’s language learning be delayed because he/she has to cope with two languages at the same time?**

Research shows that bilingual children go through most of the major milestones in language development – babbling, first words, and grammatical development, at the same age as monolingual children, if they are given adequate exposure to both languages. Research indicates that when children divide their learning time equally between their two languages – that is, 50% exposure to one language and 50% to the other, their two languages develop like that of monolingual children for the most part (Genesee 2007, b).

However, some studies confirm that bilingual children and young people have a smaller vocabulary in each language than monolingual children of the same age, but as concerns the total number of words in both languages, the bilingual children’s vocabulary is the same size or higher than that of monolingual children (E.Yu.Protasova,1998, E.Yu. Protasova, N.M.Rodina, 2011). Vocabulary size differences are possible, as bilingual children have to store two languages within the limited memory capacity, therefore, they can store fewer words in each language than monolingual children, but the total number of words they can store is the same or even higher for them (Genesee, 2012). The studies reveal that in the long term, this temporary delay does not leave a substantial impact on bilingual children’s overall language skills. Researchers believe that this delay indicates flexibility that allows bilingual children to be open to the word diversity they are confronted with in both languages (Paradis et al., 2011). The notion of bilingual children having clinical language delay may be also rooted in the frequent cases of bilingual pre-school age children knowing fewer words in each language as compared to monolingual children assessing each language separately (Genesee, 2012).

**Should I worry if my child mixes languages?**

When children switch from one language to another, many parents worry that children experience the “confusion of tongues”. Mixing languages in the same sentences or conversations is perfectly normal – all bilinguals do it, even adults. Research on children

has shown that most bilingual children keep their languages separate most of the time (Genesee, 2007, b).

E. Protassova puts forward an important view on code-mixing (1998, 2):

*The notions behind the concepts in each language are different. For instance, the objects used by a mother are named in her language, while the father's ones – in his language. Accordingly, the doll given as a present by the mother's friend will have to be talked to in the mother's language, but being in the room where the father works – only in his language.*

Studies of code-mixing in bilingual children reveal that “confusion of tongues” is not confirmed (Genesee, 2012). In fact, children who switch from one code to another, do not experience the “confusion of tongues”, as they are able to use their both languages with different people. In fact, the ability to switch from one language to another and back confirms the acquisition of two linguistic systems, rather than shows the “confusion of tongues”. Already at the age of two, children have the ability to differentiate among their languages and switch codes when communicating with different interlocutors and in different situations (King and Fogle, 2006). Research shows that the extent to which and the manner in which bilingual children with normal development combine languages and switch from one language code to another, depends on environmental factors, for instance, the involvement of parents or the society in code-switching (King and Fogle 2006; Werker and Byers-Heinlein, 2008).

### **What about children with language impairment? Is it a good idea for them to learn two languages at the same time?**

Many parents and education experts believe that learning a second language interferes with first language acquisition and can hinder language development, especially for children with special needs. There is not much research on children with language impairment who are raised bilingually available, but the research still provides the evidence to the fact that children with language impairment can learn and use two languages fluently despite their impairment (Genesee, 2007, a). For children having autism spectrum disorders, the bilingual curriculum acquisition has positive impact on child well-being in the long term, on his/her spiritual development, communication with the society at large and education outcomes. There is no evidence that exposure to two languages leads to language delay in children with autism spectrum disorder (Hambly and Fombonne, 2011).

### **What do I need to do to make sure my child will learn both languages fully and which is the “best” method for helping children become bilingual (e.g. one parent - one language, the minority language at home, etc.)?**

Learning two languages in infancy and early childhood is as natural as learning only one language as young children have the capacity to acquire full competence in two

languages. While this is true, it is also true that the level of competence and the range of competencies that children acquire in each of their two languages depend critically on the learning environment (Genesee 2007, a). Research reveals that acquisition of the language used at home has a crucial role in mastering a second language (Bialystok, 2007; Cummins, 2001, Е.Ю. Протасова, Н. М. Родина, 2011). Children who start school with a reasonable background or base in their native language reveal progress in acquiring the language of the school (Cummins, 2001). Advancing the language used at home makes the grounds for the second language acquisition, and parents and families should facilitate the development of the language used at home through communication, reading and multimedia resources (Mosty, 2013 with reference to Ólafsdóttir, 2010).

The former post-soviet countries discuss bilingualism mostly based on E. Yu. Protasova works. She highlights that in order to maintain the native language at home, it is necessary to ensure sufficient presence of it at home, the availability of books and materials on culture. A child needs to have the opportunity to communicate with the representatives of the language (native speakers) and culture of different age groups. It is useful to tell children the life stories of one's own and others, of world history, etc. It is necessary to comment in a native language on study materials and TV programmes in a second language.

Parents who wish to bring up their children with two languages are recommended to use one language in the home, usually the minority language, and the other language outside the home. This is called “home - outside the home” strategy. This does mean that one of the parents has to speak his or her second (or third) language to the child so that everyone is using just one language at home. In addition, the language will need to be reinforced by people other than the parents (e.g. family members, friends, etc.) so as to give it a strong base (Grosjean, 2009).

According to the so called “one parent, one language” strategy, which first was recommended over 100 years ago, each parent should use his/her mother tongue in communication with the child and the parent is responsible for promoting his/her cultural heritage (Barron-Hauwaert, 2004; Espejo Quijada, 2013; Fierro-Cobas and Chan 2001). Theorists originally reasoned that associating each language with a different person was the only way to prevent bilingual children from “confusion and intellectual fatigue”. While appealing, this early notion has been proven false. As discussed above, there is no evidence that bilingual children are confused by early bilingualism, and the cognitive benefits associated with bilingualism run counter to the notion of “intellectual fatigue” (Byers-Heinlein and Lew-Williams, 2013).

In turn, many sources indicate that there is no scientific justification for considering that one strategy is better than another, for example, both parents speak the same language with children who learn a second language; both parents speak both languages with children, the child acquires a second language in the community, etc. (Werker and Byers-Heinlein, 2008; Baker, 2014).

After decades of research and publication, Krashen (2004) concludes that reading is one of the most effective ways for language learners to acquire language skills in context.

Krashen suggests that parents and teachers provide access to light reading, such as comic books, graphic novels, children's series, magazines and teen romances and recommends parents and teachers to provide a regular time and a pleasant environment for reading. It is crucial that reading becomes a structured class or family activity as a variety of research asserts that reading affects our ability to write. We do not learn to write by writing, but rather by reading (Krashen, 2004).



## **II Theoretical approaches to counselling and support to ethnic minority parents at school**



Inclusive and culturally responsible schools are shaped by the school management, teachers, curriculum and instruction, parents and community, and activities that are related to development and support of pupils (OECD with reference to Johnson, 2003).

Among schools engaged in the education of minority, migrant and marginalised children the following schools are successful:

- 1) Schools where there is a culture for critical reflection.
- 2) Schools where inclusion and diversity are reflected in the curriculum and school organisation.
- 3) There is strong school leadership with a vision and commitment to addressing inequality.
- 4) Induction strategies for “newly arrived” immigrant students – including children of asylum seeker or refugee families – are present.
- 5) High quality training so that staff can tackle the needs of immigrant students with confidence.
- 6) Meaningful involvement of parents and community.
- 7) High expectations to students, and the availability of mentoring programmes.
- 8) Preventative approaches to behaviour management that seek to mediate the root causes of conflict rather than simply punishing students (Taguma, Shewbridge, Huttova and Hoffmann, 2009).

Epstein (1995) has pointed out six ways for parent involvement:

- 1) Supporting parents in developing parental skills;
- 2) Providing feedback to the activities ongoing at school and child’s development;
- 3) Arranging volunteer activities and offering respective opportunities for the parents;
- 4) Involving parents so that they would work with children at home;

- 5) Involving parents in the decision processes at school;
- 6) Cooperation with the community.

Mattingly (2002) adds engagement in the facilitation of academic education of the parents to the list which can include courses in the English language or general subjects (so-called GED test) financed by the school. Although schools, family or the community can carry out the involvement methods pointed out by Epstein, the approach has been criticised for school-centeredness. Kohl, Lengua and McMahon (2000) point out that this approach does not foresee for parent initiatives. Delgado-Gaitan (1991, reported in Jones, Burke, & Picus, 2001) have divided involvement on the basis of power relations: a) conventional school-initiated activities where the school is the dominating party in the relationship and parents must accept what is offered to them; b) shared power where parents are offered instrumental role; c) activities where parents autonomously offer an action plan and ask the school team to participate. Similarly, Abrams and Gibbs (2002) have identified four parental roles: helper, monitor, advocate, active decision-maker (Boethel, 2003).

Parent involvement in the education of their children mostly contributes to the children's success at school but in case of immigrant/ethnic minority parent's involvement can be impeded by language and cultural barriers. Three most wide-spread approaches used for facilitating communication between schools and families are: 1) making written information material available to parents in their mother tongue; 2) the use of interpreters in various situations in the school life; 3) the appointment of resource persons, such as mediators, to be specifically responsible for liaising between immigrant / ethnic minority pupils, their families, and the school. Parents can be also included by arranging them opportunities for participating in school life. Appointing resource persons is a wide-spread practice in Europe. These persons can be members of school staff who receive their salary from the central or local government or they are engaged in the local centre taking care of the immigrant families. Still, the majority of resource persons are teachers. Appointing resource persons may result from direct obligations or be based on school initiative. In Europe regulations for appointing resource persons are quite recent developments, and mostly are related to basic and secondary education, less frequently also pre-school education (e.g. in Czech Republic, Luxembourg, Slovenia and Norway) (Integrating Immigrant..., 2009).

Several factors like language difficulties, poor knowledge in subjects and lack of time or money may complicate parent involvement in the education of their children. The parents may also feel alienated and unwelcome in a foreign school environment (OECD with reference to Desforges and Abouchaar, 2003). The child might also play an important mediating role in promoting or discouraging their parents' involvement in school life (OECD with reference to Edwards and Alldred, 2000). Since parent involvement has a positive impact on the child's achievements, the schools are challenged to find ways of communication that appeal to parents with different levels of education, language skills and understanding of the school system. They need to build parents' capacity in

supporting their children while at the same time training teachers to involve parents effectively (Nusche, 2009).

Researchers have found that a councillor can be successful in his work only in case he/she is able to establish a network and partnership between the school, student, family, administrative agencies and community. If there is awareness of these resources both in and outside the school, this helps to bring together different parties. The competence of the councillors in the field of multiculturalism is critical and therefore they certainly need training and practice in authentic communication situations. Culturally sensitive councillors have a key role in including community and families (Nusche, 2009).

Various research indicate that the cooperation programmes of parents and schools targeted to developing specific skills such as reading or math skills are efficient. On the other hand, some researchers have pointed that claims of a relation existing between parent involvement and better performance lack sufficient scientific proof (Nusche, 2009 with reference to Desforges and Abouchaar, 2003; Mattingly et al., 2002).



## **III Involving ethnic minority parents at school**





In many countries, activities targeting ethnic minority parents at school include mostly immigrants, but also other ethnic minorities that do not classify as immigrants. The activities targeting pupils and parents are mostly closely intertwined and activities targeted to parents comprise just one part of all support activities. The examples of best practices from the Austria, Denmark, Estonia, Finland, Germany, Ireland, Latvia, Netherlands, United Kingdom, and USA show that problems and challenges are the same in all countries – poor knowledge of the official language of the immigrant parents or ethnic minority parents, differences arising from cultural background (how and to what extent are (or are not) the parents involved in the school life), limited awareness of the possibilities and support systems available within the educational system and low involvement in school life.

The following support activities are used for assisting parents and pupils:

### I Administrative support activities

- 1) Preparing a **national strategy** in which the ways for interaction with immigrant/ethnic minority parents are formulated;
- 2) Preparing **guidelines and support materials** for the teachers and administration for interacting with the parents;
- 3) Ensuring **stable funding** for the most outstanding programmes
- 4) Consistent **dissemination of best practices**;
- 5) **Representation** of the immigrant/ethnic minority parents in the representative bodies of schools (in some cases also a compulsory arrangement); formalisation of voluntary work, e.g. forming a special voluntary job, which means formal acknowledgement of this activity and gives visibility for the job;
- 6) **Establishing the so-called Intercultural Committee** at schools including representatives of different nationalities, aiming at the development of multicultural policy and practice at school (example of Ireland);
- 7) **Establishing specific parents unions** like the Parents Union of the Language Immersion Programme in Estonia;

- 8) The **contribution** and interest of the minority representative bodies to be engaged in educational issues.

## II Counselling

- 9) Activities directed to **introduction** of the **educational system** both in kindergartens and schools (informed choice of a school, school system and other practical issues related to school life):
- Counselling in the form of question hours or as a part of a more comprehensive programmes;
  - Before printing of materials the target group can be surveyed and interviewed in order to establish which materials and in what form are needed most;
  - It is important that information materials are available in different languages, incl. information sheets introducing the development of skills in academic subjects or skills like reading skills in children (see e.g. Irish publications) or special web pages targeted to parents that incorporate information regarding bilingualism, school choices, educational systems etc. (USA);
- 10) Establishing **direct contacts** with parents – personal face-to-face meetings often work best and this is especially important in the initial stage; informal meetings of teachers, students and parents, counselling of pupils and their parents during home visits is a wide-spread practice;
- 11) Arranging programmes/courses **enhancing the competence in language, cultural and parental skills for the parents:**
- Language learning programmes for parents arranged at schools and kindergartens (Austria);
  - Engaging retirees as volunteers to teach spoken language (Ireland);
  - Courses for parents for developing reading and math skills of children, but also parenting skills, meanwhile flexible approach regarding the time and duration of the courses is relevant;
  - Providing materials to the parents that allow for teaching children at home in their mother tongue, the idea behind this is involving parents as experts and additional support to the mother tongue/ learning in mother tongue (Austria);
  - Establishing language centres (as after-school child-care groups to support the state language studies, where also parents can receive advice on bilingual education and learning (Latvia);

- 12) Involving other parents in the **counselling of parents and mediation of home-school communication**:
- Involving the so-called local parents; this is especially important in case making contacts with the locals is generally complicated and social networks are based on ethnic background;
  - Involving immigrant/ethnic minority parents as councillors (Germany);
- 13) Availability of **resource persons/ councillors** and **interpreters** acting as mediators between the school and family at schools or making both services available by phone (USA); contributing into the training of resource persons is important (in the US it is possible as part of psychology studies), their own multilingualism and personal experience of the life as an immigrant/ ethnic minority;
- 14) It is important to keep in mind that also the **councillors need support** and counselling in their work (Austria, Denmark) and the teachers of the official language as the second language or foreign language need recognition (USA);
- 15) Immigrant and ethnic minority parents can be asked to act as councillors in **teacher training** programmes in order to facilitate engagement of people with similar backgrounds in the school life (Holland);
- 16) Engaging minority **mentors** (e.g. students of higher educational establishments) and **role models** (e.g. businesspeople, professional sportsmen etc.) in the school activities (Holland, Sweden, Finland);
- 17) Development of cooperation between the **school and the community**, networking.

## 3.1. Examples of best practices

### Austria

In Austria, the best practice of parent involvement pointed out is German language courses at schools and kindergartens as this makes parent participation logistically convenient. Also in Austria a parental education programme “Rucksack” is being implemented. Within the framework of this programme parents are asked to visit school in order to make them familiar with the pedagogical methods used at school and they can take materials which can be used for teaching the child at home in his or her mother tongue. The idea is that parents are involved as experts and learning of mother tongue/ learning in mother tongue is given additional support (Nusche, Wurzburg and Naughton, 2010 with reference to Nusche, 2009). Also in the schools in Vienna where the proportion of immigrant pupils reaches almost 100%, courses for mothers improving their competences are organised. In schools, support activities are mainly provided by assistant teachers (*Betreuungslehrerinnen*).

The Ministry of Education of Austria has published a DVD „Schule. Ein Leitfaden für Eltern in mehreren Sprachen“ that can be seen in the Bosnian, Croatian, Serbian German, English and Turkish languages. The DVD gives an overview of the choice of school, school life and parent-school cooperation in an uncomplicated manner. The DVD was launched upon the initiative of the majority and ethnic minority parents, being thus a good example of the intercultural communication as well as parental cooperation (Förderung der Kommunikation..., 2015). Parents have also access to information brochures in different languages (Nusche, Shewbridge and Lamhauge Rasmussen, 2009).

In the 15th district of Vienna, there is a centre REBAS 15 counselling pupils and parents of two Vienna districts whose mother tongue is not German, but also their teachers. Help is provided in case of learning difficulties as well as other school-related problems, and family and social problems. Courses in the German language are also arranged. The centre supports community networking, taking into consideration the objectives of community education (Regionale Beratungsstelle..., 2015). Counselling is provided in fifteen languages (Informationsblatt, 2015).

## Denmark

2008-2011 the *Taskforce* programme was conducted in Denmark. Within the framework of this programme 56 million Danish krona were allocated to strengthening the cooperation between immigrant families and schools (Nusche, Wurzburg and Naughton, 2010). The programme was implemented in cooperation between the Ministries of Education and Social Affairs. Councillors were appointed within the programme framework. Those who were separately addressing the counselling of the parents of bilingual students of basic schools and also offered support to teachers in order to improve the involvement of both bilingual as well as local ethnic Danish parents. A large part of these initiatives actually meant home visits, workshops, dinners tasting national foods, the so-called homework cafes, more frequent use of interpreters, school-home contacts, and meetings with parents and wording of reciprocal expectations of school and home. In some areas, also the so-called family lessons have been introduced where the parent can help their child learn learning and behaviour. Attempts have been made to implement the principle of *whole day schooling* meaning that activities take place in school also in the afternoon. Selsmoseskolen in Taastrup, Denmark, has had a school-home coordinator for a long time. The coordinator has sufficient time to build a trusting relationship for the families with different ethnic backgrounds. The school's example shows that a supervisor function is a very effective way to involve parents, so that successfully participate in student education and school events (Involve Parents – Improve School. Country Report Denmark, 2015).

The project “This works at our school” implemented in Denmark recognised immigrant parents as key persons in enhancing their children’s educational attainment, especially as far as their mother tongue was concerned. Within the framework of this project feedback and suggestions regarding parent involvement were collected from the bilingual students. Within the framework of the project “Retention Caravan” the competencies of the teachers of vocational schools were developed so that they could be able to counsel immigrant parents to make informed decisions regarding their educational choices for their children. Besides that the Ministry of Integration has developed several in-service courses for teachers on parental involvement so that they could become full-time or part-time *parent guides* (Involve Parents – Improve School. Country Report Denmark, 2015; Samarbejdet mellem..., 2008).

Additional initiatives in Danish schools involving all parents: morning coffee at school, after school (14:00 – 17:00) programmes, hot lines for parents where they can call in case of queries, parent and children clubs, family lessons where both children and parents attend, skills and behavioural patterns are learned that reduce disciplinary and learning problems, school cooperation with representative organisations of parents.

In spite of numerous positive initiatives, lack of integration between native Danish and immigrant parents is still a problem. Social networks tend to be ethnically divided and therefore immigrant families find it difficult to get support from these. The organisations of minority communities are not particularly involved in educational issues (Nusche, Wurzburg and Naughton, 2010).

## Estonia

To foster bilingualism, the language immersion programme developed in Canada is successfully implemented in Estonia. In 2004, the Parents Union of the Language Immersion Programme was created. 9 charter members of the union represent different regions of Estonia, and have gathered local groups around them. The main goal of the union is to create better opportunities for parents to get involved in developing the language immersion programme. The union aims to increase the number of children fluently speaking both Estonian and Russian by choosing early or late language immersion programme as their educational model, supports partnership between language immersion schools and parents when solving education-related problems, helps parents whose mother tongue is different from Estonian make education-related decisions basing on adequate information and increases the opportunities for language immersion students to take part in events which are carried out in Estonian (e.g. language camps, student exchange etc.). By doing that the union helps to appreciate multilingualism in Estonian society and increases the quality of teaching in Estonian as well as the state's efficiency to offer different language immersion programmes. Country's education, integration and language policies are supported by providing information to the minister of education and research and local governments of the achievements and needs of the programme.

The activities of the union are the following: creating a joint network that has 3 regional departments; developing media relationships – communicating with journalists, compiling and distributing of information materials, answering to negative language immersion related comments in the media; communicating with schools – parental counselling and training; organising and carrying out of events in Estonian meant for the non-Estonian youth (student competitions, olympiads, quizzes); supporting the language immersion schools when obtaining additional means needed for students to take part in language caps and student exchanges as well as organising and carrying out events developing multiculturalism.

Members of the union have participated in parents' meetings, spoken at conferences, prepared informational material, and organised study tours and summer schools, which have consisted of both trainings and active workshops. Parents Union of the Language Immersion Programme has its own quarterly newspaper published in two languages, Estonian and Russian.

## Finland

In Finland, the acquisition of a second language (Finnish or Swedish) happens in natural interactions with children and educators, but the responsibility to maintain the mother tongue and culture lies first within the family. The first contact with bilingualism support structures is provided during the preparations for family planning, for birth and during the well-child visits or psychological consultations (discussions and peer/support groups or providing information and brochures about bilingual child speech development).

All of the parents have their own stage of parenthood and integration, which must be taken into account as everyone has his/her own way into bilingualism. Educators support parents in their efforts to maintain home language. More and more native speakers become educators, and they can speak to children of the same language or offer to organize circles or clubs, music lessons etc. This is their own initiative or the idea of the principal. Mostly the financial situation in Finnish kindergartens and schools does not permit for arranging extra activities and teachers and parents do not want to stay longer for meetings and groups in their free time. Here an additional paid project can help to pay for the extra hours spent by teachers and motivate parents with unusual surroundings (e.g., a meeting in a museum or restaurant). For some parents also translation/interpretation must be delivered.

However, there are several ways how parents can take part from everyday school-life like:

- 1) attending regular meetings;
- 2) arranging charity concerts, philanthropy bazaars or an informal evening events (with music, theatre etc.) where families and teachers can meet;
- 3) organizing interesting meetings for pupils outside school;
- 4) doing voluntary work;
- 5) attending festivities and school trips. Also the school can help families to meet each other.

If parents represent different nationalities, they may tell about their culture, but also child psychology, language development, traditions, way of life, interesting sites in their country of origin, dishes and nature can be introduced as well as artists and actors are invited to explain more and show interesting things. Cafes are open for parents where the subjects interesting concerning children, e.g. logopedics and speech therapy, psychological approaches, rights and duties of parents, pedagogical systems, sense of working with children, sports and health, internet security, computer literacy and others are discussed. An additional cooperation format is carrying out master-classes (5-6 in a row) to help organize well-being of a child; all the parents are interacting with their children and then analyzing what they liked and disliked, what the benefits for the family communication are. During these master-classes child care is provided.

Finnish Parents' League tries to consolidate efforts and resources of various institutions with the purpose of supporting children and youth in their growth and education, but they do not have any focused activities concerning child bilingualism. Nevertheless, they arrange Godparents' activities, so that immigrant families get acquainted with local families, become friends and continue to communicate. Parents' ambassadors have desire and time to activate other immigrant parents as mentors. The Finnish-Russian school (*Suomalais-Venäläinen koulu*) founded in 1955 has its own tradition of teaching Russian in Finland and the parents' committee works with parents of monolingual Finnish, Russian as well as bilingual children.

The Centre for Multicultural Expertise of Family Federation of Finland Väestöliitto works with immigrants, informing them about the Finnish way of life, childrearing and upbringing, educational system, psychological problems of integration, sense of parenthood and partnerships, etc. Its double activities aim, on the one hand, to instruct and consult Finnish authorities and professionals who deal with immigrants and ethnic minorities, and on the other hand, to address immigrants themselves and help them to solve their problems while adjusting to the new situation. As it is common to exchange opinions about bilingual child development on online forums sometimes organized by leading magazines for families with children or intercultural institutions also on the pages of the Väestöliitto questions of bilingualism are discussed.

The project *Väestöliiton kotipuu* which later developed into *Monikulttuurinen osaamiskeskus* has studied the models of working with immigrant parents that had been implemented abroad and organized peer groups of parents under the guidance of moderators who have been prepared for such activities. Afterwards, three guidebooks were released. Alitolppa-Niitamo et al. (2006; 2008) concerns the ways of working with parents of small children, Alitolppa-Niitamo and Sirkiä (2013) address parents of schoolchildren, Kerkkänen (2014) aims to help those working with adults. The themes discussed in the groups under the guidance of multipliers concern mutual presentations of each other (acquaintance), experiences of immigration, the needs of children and early education, upbringing at home, changing parenthood, social support networks, sustenance of the child's social growth, language development and bilingualism, biculturality, educational system (how the school works), what is the school's role in the society, the ways school can support families and children, social development of children, child and migration, meaning of work, partnerships, wellbeing, equality in the family, child's defense, single parents. Additional materials were provided in several immigrant languages.

## Germany

Germany has been mainly engaged in supporting Turkish and Russian immigrants within the framework of different European Union projects. Activities have included communication with parents, including non-German media in order to introduce the topic of educational opportunities to guarantee equal opportunities. Also counselling of parents during hotspots of the children's educational career such as when children start school, change schools and finish their schooling and career choices has been considered important.

Parents are offered language courses, education in parenting, with a view to integration and involvement in school life, training regarding language acquisition and language needs of children; reading suggestions in the mother tongue; issues related to the use of media by children and adolescents. These activities are in harmony with the aims set out in the National Integration Plan.

The implementation of *guides for parents* programme has been successful – it has been carried out in the Schaumburg and Osnabrück area and also in Göttingen under the name of Cultural Interpreter Project. Its idea is in the involvement of parents (preferably) with



immigrant background in parent counselling and their training as specialists. This helps to promote the competence of immigrant parents and their numbers in the representative bodies.

The training of resource persons is always based on the needs of the participants and it is delivered by experts (language teachers, councillors in intercultural education, social worker etc.). Module 1 comprises 64 units. It focuses on topics like reflection of one's own experience in the migration/integration process, successful models of integration, immigrant and school laws, intercultural mediation, models of communication, conflict management etc. Module 2 consists of 36 units, focusing on the qualification of particular skills of parents, considering the specific background of parents.

A good example of school initiative can be found at Pingel Anton School in Cloppenburg, where a project aimed at the parents of newcomers of fifth grades. First all parents get a letter from their new school with the announcement of a teacher's visit to their home. These visits take place within the first month of the school year lasting for one hour and are informal. The central message of the meeting is the shared intention to do the best for the child. Meanwhile it is also important to point out that home visitation, as a measure is extremely exceptional in Germany. Secondly, a weekend at school was arranged for the parents, teachers and social workers. Tents were arranged for pupils staying the night and meals were ensured. Joint workshops for parents and teachers were conducted, exhibitions, school tours, music and dance festivals were arranged. Workshops focus on planning further common activities during the school year. Furthermore, arrangements are made for parent-teacher cooperation, especially in case of problems arising at school. As a third step, the school targeted development into the so-called *all day school*, allowing more parental contribution into the school life as they are able to participate in the joint activities in the afternoon (Involve Parents – Improve School. Country Report Germany, 2015).

## Ireland

Information on the educational system of Ireland is available in the most widespread foreign languages (brochures, DVDs). The Office for the Promotion of Migrant Integration has an information portal to disseminate the available information and help immigrants or ethnic minorities make informed choices in the educational system. Some of the schools offer the parents of their pupils English language courses. In Ireland the tradition of involving parents is strong and attempts are made to transfer this pattern also to the immigrant parents. They might read stories in the classroom that lead to a multilingual lesson or prepare language maps to learn languages while parents can offer help in interpreting that is necessary for communicating with other parents. It is characteristic of Ireland that volunteers are engaged in the activities addressing asylum seekers and immigrants, teaching spoken English; also retired people are engaged in these activities.

The most important project in Ireland addressing parental counselling and involvement is *Home School Community Liaison Scheme*. The schools participating in the programme

employ coordinators mediating home-school communication. With the help of the resource person, the parents obtain a good understanding of the teacher's work and positive liaison with the school is established. The scheme is targeted to the more disadvantaged families and/or schools. Training for development of parental skills is offered, schools feature parents' room that can be used for conducting activities and the coordinator pays regular visits to the families (Nusche, Shewbridge and Lamhauge Rasmussen, 2009 with reference to Taguma, Shewbridge, Huttova and Hoffman, 2009). The scheme has been implemented since 2005 and its aim is to ensure equal opportunities for children at schools and in kindergartens. The programme is mainly directed to the children living in the *disadvantaged areas* in order to help them develop their potential. The agencies participating in the programme receive additional funding for their activities.

Risk group children who fail to attain their potential in education due to their family background are the target group of this programme. The programme 1) focuses on the adults that are relevant for the children in order to enhance their ability to contribute to the children's education; 2) develops the pupil-parent-teacher relationship so that each child would realise his or her abilities; 3) identifies and provides for the personal, leisure and learning needs of parents, so as to promote their self-worth and self-confidence, which will have a positive impact on their children's education.; 4) becomes familiar with attendance patterns of a pupil; 5) works in a supportive and purposeful way with parents and facilitates communication with school staff, when required; 6) promotes positive staff attitudes towards cooperation with parents and directs them to apply whole-school approach.

Coordinator's tasks are as follows:

- 1) Home visitation is a central component of the scheme as home visitations build trust and help in assessing the needs and impact of interventions. The coordinator spends about 33% of his working hours on home visitations;
- 2) Arranges courses and lessons for parents, there is a separate room for parents at school;
- 3) Encourages the use of new approaches;
- 4) Enhances parents' abilities to support other parents; Prepares targeted plans in order to achieve priority aims of the scheme and facilitates sharing of experiences with other schools (Home School Community..., 2015).

The scheme is targeted and focused on the most disadvantaged and marginalised families but this does not automatically mean that this concerns all immigrants. In Ireland immigrants are mainly not marginalized. Thus, this is not a universal programme. Besides, account must be taken of the fact that only 11% of the basic schools and 38% of the upper secondary schools are offering these services while 56% of basic schools and 90% of upper secondary schools have first generation immigrants among their students. Poor or lacking proficiency in the English language can have its impact on the programme productivity. Thus, the coordinators should establish the individual needs of each family and if necessary coordinate cooperation with the social worker. Nevertheless,

the scheme has been pointed out by the European Commission as a positive and proactive example of parent-school-community partnerships (Green Paper by the Commission of the European Communities “Migration and Mobility: Challenges and Opportunities for EU, Education Systems” (Taguma, Moonhee, Wurzburg and Kelly, 2009 with reference to Commission of the European Communities, 2008).

Activities that schools have arranged for ethnic minority parents:

- Free language courses for parents that take place simultaneously with the children’s lessons;
- Free English language lessons for new immigrant parents funded from the budget of vocational education;
- Other in-service training that do not necessarily presume the command of English (such as floral arrangements, sports, art etc.) – these courses create possibilities for the parents to meet and exchange experiences;
- Creating parent and child groups to integrate the Irish and representatives of other nationalities;
- Newcomers are encouraged to participate in the so-called morning coffee meetings and other meetings facilitating social interaction;
- Establishing the so-called Intercultural Committee at the schools where the proportion of new immigrants is higher. The committee includes both the Irish and representatives of other nationalities and the aim is to develop multicultural policies and practices;
- New immigrant parents are invited to tell their stories and share the culture and experiences with the children in the classroom. This is considered an extremely efficient activity (Involve Parents – Improve School. Country Report Ireland, 2015).

## Latvia

A number of laws in Latvia determine cooperation among schools and parents, such as, Education Law, General Education Law, Protection of the Rights of the Child Law, Law on Orphan’s Courts, and Family Law (I part of Civil Law), however, none of the laws defines cooperation among schools and parents in respect of students’ bilingual education and neither do parents’ non-governmental organizations have a particular emphasis on such aspects as minority or bilingual education.

The Soros Foundation-Latvia project Open School has developed informative materials that address parents by providing information about the common language myths and stereotypes that exist about bilingualism; raise awareness on language development of both native and second language (Latvian); provide ideas for parents and kindergarten and school collaboration and how to help children learn. Booklet for parents “Bilingual Children” gathered the best practices from school and community cooperation

and explained what to do for children to be bilingual and how the school and the family should work together for the benefit of the child. It should be pointed out that these materials were developed when there was a need in the society to dispel myths and stereotypes towards bilingual education. Valuable materials are developed also by Latvian Language Agency and available on their site. It was suggested to learn language together in an easy and attractive way.

Nowadays, a new generation of parents who themselves have studied bilingually has grown and they have their own experiences, expectations and requirements. Many families are bilingual and code-switching takes places in every day routines at home. Case study carried out in January-February 2016 in Latvian educational institutions with bilingual education of Riga and surroundings shows that there are several positive examples in collaboration with parents, ensuring children's bilingual education. Schools mostly start informing parents of bilingual education half a year before the studies in the 1<sup>st</sup> grade begin with the help of school's web site or during the school meetings of parents as printed informative materials become irrelevant and are of low interest.

Summarizing positive experience, the main conclusions are as follows:

- 1) Parents are informed about the content of bilingual education.
- 2) Parents are advised on how and which training materials will be used in the learning process;
- 3) Parents are notified about their role in the learning process and what forms of cooperation and support schools offer them.

Since parents have a different understanding of bilingual education, schools highlight a very important aspect, the necessity to explain the advantages of bilingual education to parents and communicate regularly to foster their child's achievements.

The most broadly used forms of cooperation among schools and parents are parents' meetings, open lessons, and individual consultations. Some schools have a Latvian language centre (as

after-school child-care groups), where also parents can receive advice on bilingual education and learning of the Latvian language (parents this opportunity use actively), or parents' involvement in the projects (only some part of parents use this possibility). Parents prefer electronic communication via e-school and individual consultations. Some of the schools offer to register a child for a pre-school group with bilingual education, classes with enhanced learning of Latvian or classes with the programme, which is acquired in schools. Parents gladly use these opportunities and the demand tends to be greater than supply.

## Netherlands

In 2006, *Platform for ethnic minority parents and Education* was established to promote involvement of ethnic minority parents in the education in the Netherlands. The representative bodies of parents also help teachers to get a better understanding of the social and cultural context of immigrant families. Immigrant parents are asked to give counsel at the teachers' training programmes on how to actively integrate the people who have different cultural background. In Rotterdam schools offer the parents courses on how to bring up children in Netherlands. Specially trained parent councillors of the Rotterdam local municipality visit schools and offer various courses. Schools offer language courses to the newly arrived immigrants in cooperation with the integration agencies (Shewbridge, Moonhee, Wurzburg and Hostens, 2010).

There is a national-level network of volunteer councillors, ACCESS Counselling Service Network uniting licensed professionals. All councillors have experienced themselves, one way or another, what it means to live in a country as a foreigner. Counselling is offered in German, Spanish, French, Italian and Dutch (ACCESS Counselling Service Network, 2015).

As provision of family support is the task of local governments in Netherlands, *Youth and Family Centres* also offer counselling to parents and the centres are expected to take ethnic peculiarities into account. At school upper secondary school pupils belonging to ethnic minorities receive support from a mentor who can be a student from the same ethnic minority. The councillor who features similar background and experiences, can offer emotional support and advice in selecting subjects and help in the studies. He/she is not just a mentor for the students but also a role model. Also a representative of a private company, conducting extracurricular activities, can act as a role model. Smaller drop-out numbers and increased numbers of students continuing studies after finishing upper secondary school are seen as a positive impact of the mentorship system (Shewbridge, Moonhee, Wurzburg and Hostens, 2010 with reference to Herweijer, 2009).

## United Kingdom

Home visits are the form possible for parent involvement. In several counties special programmes targeted at risk groups have been launched – a practice that is especially widely spread in case of families with children in kindergarten. The positive side of home visits is the possibility to establish contact with the socially or geographically isolated families and also this is an opportunity to proceed from the individual properties of each family.

As an alternative to the home visit programme school can encourage parents to participate in the activities that take place at school. In Birmingham, United Kingdom, INSPIRE project was conducted where local government offered financial support, training and materials to schools in order to prepare them for work with the parents. The aim was to select one class from each school where each child was able to engage one “special” adult from his family or community who was working with the teacher and adult on the subject that united mathematics and teamwork skills. In this way 40,000 parents, including

representatives of minorities were engaged yearly (Nusche, 2009 with reference to Brind et al., 2008).

In 1995 *London Diocesan Board* launched a project *School Home Liaison Project* with the aim to enhance partnerships between schools and parents. Language courses and parental skills lessons emerged. This has improved reciprocal understanding, parents are more open to ask for help and understand better what is going on in schools (OECD with reference to Hallam and Castle, 1999). Within the project framework resource persons were trained centrally who were later dispatched to schools. Thus, resource persons were seen simultaneously as school staff while on the other hand sufficiently independent and that resulted in higher trust of parents and students (Nusche, 2009).

In Great Britain there are the so-called *Full Service Extended Schools* offering full service starting from health care, adult education, community activities, support in studies to childcare (Nusche, Wurzburg and Naughton, 2010 with reference to Brind, 2008). A project “Twelve Outstanding Secondary Schools” has also been launched in England, focusing on schools where pupils from poorer socioeconomic background study while the objective is to improve study outcomes and safeguard the performance achieved. Mostly the key to success lies in sharing of experiences and partnerships with other schools and engagement of councillors (*National Leaders of Education*). These counsellors are heads of schools who have been granted the authority from the state to counsel (initially) schools that have poorer results. The progress achieved by of the programme has been remarkable (National Leaders..., 2015).

In Scotland, information materials in different languages have been printed for dissemination to the parents that help them in developing children ´s reading and computing skills. In addition, bilingual information materials (educational system and services, learning in mother tongues and English language learning) have been prepared and the most widely used forms that the parents have to fill in have been translated. The help of resource specialists speaking different languages is used who arrange parent evenings and other joint events, help to make the transition from kindergarten to school and selection of subjects at school. Thus the resource person supports the families in the daily business and his/her work is by no means limited to mere interpreting.

Cooperation with ethnic minority parents means also the need to introduce educational system, improve the parent-teacher cooperation, offer a possibility for informal social communication to the parents and help parents to develop their skills (Involve Parents..., 2015).

## United States of America

In the USA parent involvement in education is considered important and several support systems have been established, such as National Center for Family and Community Connections, Center for Parents Information and Resources that is collecting respective information and Harvard Family Research Project. Specialists involved in parent counselling receive support from *American School Counselor Association*, that has also gathered

information on parents' initiatives, e.g. there is a programme "Hispanic Mother-Daughter Program", where mothers can attend school together with their daughters and numerous support services are provided starting from year-round mentorship to family therapy (The Junior League..., 2015).

In the USA all schools that are granted Title 1, are obligated to earmark a part of the extra funding associated with this title into the parent participation programmes. A noteworthy proportion of the pupils attending Title 1 schools come from low-income families that does not automatically indicate that they all have immigrant background (U.S. Department of Education, 2015). In counselling school psychologist, councillors and family liaisons play the main role, providing support to the families and arranging support groups for the parents and workshops e.g. for improving parenting skills, providing English language lessons (children are granted care services at the same time), interpretation services and mediating community-related activities (Immigrant Families...). It is common that all support activities targeted to parents have been described on the shared web page of the area schools.

In the Philadelphia region separate attention is paid to the counselling of bilingual children – Multilingual Family Support Office offers services through councillors employed at schools (bilingual counselling assistants). More than 30 languages are covered by the counselling assistants. They offer support to the children and parents alike regarding all school-related issues and in case of need, help out with interpreting. All schools and agencies in the region have access to translation services offered by phone. Workshops and seminars are organised on the issues related to writing and language skills, arrangements are made to make information necessary for the parents available to them in their mother tongue in special web pages (U.S. Department of Education, 2015).

There is a Bilingual Advisory Committee operating at the school administrations in the Montgomery area with the aim of coordinating the communication of people belonging to language minorities, taking care of the interests of all students studying English as a foreign language, and assessing bilingual programmes and study materials. Besides that the best members of school staff in the area are given three types of rewards: 1) for teachers of English as a foreign language on different school levels; 2) school principal who has provided exceptional support to the ESOL program in their school; 3) to a teacher one teacher who has demonstrated excellent teaching and leadership qualities in helping ESOL students learn English and adjust to the U.S (Bilingual Advisory Committee, 2015).

It is characteristic of the USA that psychology students can specialize as the bilingual school counsellor (for students and parents) in the university. Web pages for parents that summarise the issues which are most interesting for the parents of bilingual children regarding the language and speech of bilingual children have been established.

The so-called PUENTE project that was launched in California Hayward Chabot Community College in 1981 has now expanded all over the state, supports educationally disadvantaged students with disadvantageous socioeconomic background (minorities) in their studies in order to ensure their preparedness to continue studies in an institution of higher education. After the university studies they are seen to continue as mentors and

leaders in their communities, able to support their communities in turn. PUENTE staff trains middle school, high school and community college instructors and counsellors focused on academic counselling, and mentoring by members of the community. Counsellor monitors the student's progress and engages parents through the workshops in order to ensure that they support the educational and professional ambitions of their children. A parent-student network is thus established (PUENTE, A National Model..., 2015).

In the states where the parents are free to choose the school, school selection campaigns have been carried out in order to increase parent awareness, e.g. in North Carolina this has included visitations of immigrant and low-income families and opening hotlines in different languages (Nusche, Wurzburg and Naughton 2010). They have also launched a special web page accumulating information on the schools in the region and pointing out the advantages of these schools.



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- Ball, J. (2011)** Enhancing learning of children from diverse language backgrounds: mother tongue-based bilingual or multilingual education in the early years. UNESCO, 10-11p.

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**Office of Bilingual Education and World Languages.** Rukovodstvo dlja roditelej shkol'nikov, izuchajushhih anglijskij jazyk. <http://www.p12.nysed.gov/biling/docs/GuideforParentsofELLsinNYS9.22.15-Russian.pdf>

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**Шевалер Г.** Воспитываем ребёнка-билингва — зачем?

## Useful websites:

American School Counselor Association, Parent Resources: [www.schoolcounselor.org/parents-public/parent-resources](http://www.schoolcounselor.org/parents-public/parent-resources)

Bilingualism: <http://www.zweisprachigkeit.net>

Bilingual Families Web Page: <http://www.nethelp.no/cindy/biling-fam.html>

Bilingual Parenting: <http://bilingual-erziehen.de/> and <http://www.familie.de/kind/zweisprachig-erziehen-leicht-gemacht-538521.html>

Guide for Parents on Communication Development: <http://speechlanguageinfo.myfolio.com/>

Multilingual Child: <http://trilingualchildren-ru.blogspot.it/>

Multilingual Children Association: <http://www.multilingualchildren.org/>



[http://www.zweisprachigkeit.net/zweisprachigkeit\\_ist.htm](http://www.zweisprachigkeit.net/zweisprachigkeit_ist.htm)

Multilingual Parenting: <http://multilingualparenting.com/>

North Carolina Public Schools: <http://everychildschancenc.org/>

Office for the Promotion of Migrant Integration (Ireland): [www.integration.ie](http://www.integration.ie)

Raising Bilingual Kids: <http://bilingualmonkeys.com>, <http://spanglishbaby.com/> and <http://www.raising-bilingual-children.com/>

The Finnish-Russian School: [www.svk.edu.hel.fi](http://www.svk.edu.hel.fi)

The School District of Philadelphia, web pages for parents in different languages: <http://webgui.phila.k12.pa.us/offices/l/language-support/offices/l/language-support4>

The Power of Reading: [www.lmp.ucla.edu/k-12/files/power-of-reading.doc](http://www.lmp.ucla.edu/k-12/files/power-of-reading.doc)

Weld County School District (USA), Parent Involvement: [www.greeleyschools.org/Page/10261](http://www.greeleyschools.org/Page/10261)

