Parent and family-focused support to increase educational equality

CENTRAL ASSUMPTIONS AND CORE CONCEPTS

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CONTENT

EXECUTIVE SUMMARY

WP 3 addresses the role of parenting support and home-based education programs to support 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. In WP 3 we will create a broad overview of existing approaches, collect available evidence and examine in-depth good practices to be able to formulate widely applicable recommendations for the development and implementation of parent- and family-focused support programs. In addition, integrating the findings from the interview studies of WP 2, the objective is to develop, implement and evaluate a transferable family-focused program prototype using an ICT-based virtual learning environment. In this review we outline in the first part the core theoretical models and assumptions that are the base of WP 3's work. In the following we provide brief descriptions of the core concepts. In the appendix, we provide a list of suggestions for survey scales related to research topics of WP 3.
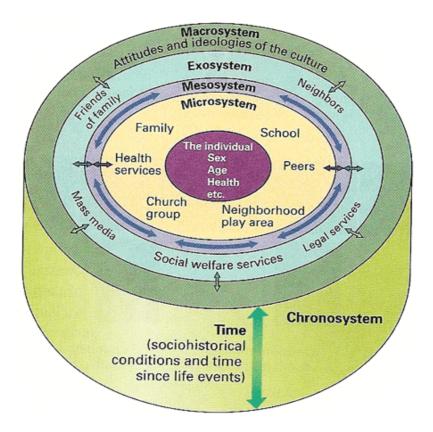
1. FAMILY SYSTEMS AND INTERVENTION THEORY

1.1 FAMILY SYSTEMS THEORY

Child development takes place in different contexts such as the family or non-familial care arrangements. The characteristics of the environment in which child development takes place are important for child development. At the same time the child shapes his or her environment. These are the basic assumptions of Uri Bronfenbrenners bio – ecological model of human development (Bronfenbrenner, 1981, 1986). He postulated that the entire ecological system in which growth occurs needs to be taken into account to understand human development. Processes, personal resources, contexts and time need to be considered in their interplay. The basic assumptions of Bronfenbrenners bio – ecological model of human development underpin the rationale of WP 3.

As contexts, he differentiated subsystems that guide and influence human development. The **micro-system** contains the structures directly affecting the child, encompassing the relationships and interactions a child has with his or her immediate surroundings (e.g. family, preschool, school). The **mesosystem** describes the connections between microsystems (e.g. family and preschool) and thus provides the structural link between microsystems. Further systems are the **exosystem**, defining the broader social system. The child is not a member of the exosystem, but the exosystem has an influence on one or more microsystems and influences the child indirectly. The workplace of a parent is one example of an exosystem. The **macrosystem** comprises cultural norms, societal values and shared belief systems of societal groups. It also represents aspects such as the social structure of a society, demographic developments and how social inequalities are addressed in a society. All these values and conditions affect or are transferred into values and processes of the exo-, meso- and microsystems of a child. Strategies and programs to influence parental skills and to enhance parent involvement are also linked to the meso-system. Partnership between pre-school settings and families is one important example in this context. The systems are changing over the life course of the child. Systems are subject to change and new systems

occur for example when transitions between educational institutions happen (e.g. primary school enrollment) or when the child enters new systems (e.g. a new peer-group). The model does not share a transmissive view of development and education. Thus, not only system influences of child development are assumed, but at the same time the child is seen as an active creator of its environment and therefore shaping the systems according to its interests and needs. The **chronosystem** takes this understanding up. It includes major life transitions, environmental events and historical events that occur during development. The specific incidents tend to change or transition how the child interacts with all the rest. Moving to another city is one example, the refugee crisis another. Figure 1 illustrates the overall model.

Sameroff (Sameroff, 2010) has provided the **unified theory of development** which provides more detailed assumptions on how child development and system changes happen. The theory suggests a dialectic integration of nature and nurture. Through an exchange of opposing ideas, a common ground can be established. Nature and nurture are not separate entities that coexist: **personal change, context, regulation and representational models** of development are intertwined. These 4 models serve to understand human growth.

The personal change model is necessary for understanding the progression of competencies from infancy on: cognition, relationships and identity. The personal change model conceptualizes developmental change as attributable to: traits, growth and development. Individuals consist of unchanging traits, whilst development could either be considered a growth process whereby the interactions of existing parts produce change, or it could be considered experience dependent. The contextual model describes – comparable to the bio-ecological model of human development - multiple sources of experience that either promote or hamper development: within this model, social settings have both a direct and indirect effect on child development. Behaviour and development cannot be separated from the social context. The regulation model considers the relationship between person and context from a

dynamic systems perspective: regulatory behavior makes a transition from purely biological (hunger, temperature) to both psychological and social, in terms of attention and behavior.

The child has a dynamic, rather than passive relationship with the environment and as such, regulation is part of a transactional process between the 'self' and the 'other'. The relationship between the individual and context are represented as an expanding cone within a cylinder. Finally, within the representational model, individuals here and now experiences are given a timeless existence in thought: each current experience is stored for later use, when tackling new experiences. Representations are encodings of experiences; an elaborated internal summary of the external world. They include: cognitive representations, social representations and cultural representations. Representations are often idealistic and do not always provide a realistic depiction of the item that is being portrayed.

The key principle of the transactional model is that children and parents both bring their individual characteristics, and both change as a result of the interaction experiences parent and children have with one another (=transaction). This dynamic means that developmental outcomes are neither a function of the individuals alone, not the context alone. A number of factors are seen to determine child outcomes, including the genotype (the biological organization), the phenotype (the characteristics of the individual child), and the environtype (the social organization that regulates the way human beings fit into society). The environtype refers to culture, family and individual parent – all transacting with the child and between them. The behavior of individual within this system is influenced by codes on these different levels – cultural codes (characteristics that organize a society's child rearing system and incorporate elements of 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).

In line with Bronfenbrenner's bio-ecologial model, Sameroff's model of transactional regulation 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.

When focusing on the first years of a child's life, it becomes obvious that the **family** is the **first and most influential micro-system** taking effect on children's development and respectively being shaped by the child. Thus, the quality of the home environment has high impact on child development. A further micro-system with universal relevance in Europe is any form of **ECEC experience**, such as daycare or preschool settings.

High quality ECEC experience can have large and long-lasting beneficial effects on children's development, and may be helpful especially for the most disadvantaged children (Anders, 2013; Melhuish et al., 2015; Ulferts & Anders, 2016). But while for most European countries any ECEC experience is an almost universal experience, the ECEC infrastructure differs greatly between countries with regard to children under the age of three years. Furthermore, in many societies disadvantaged families and families with specific cultural or religious background tend to send their children later to preschool, which may hamper optimal language development and integration (Resa et al., 2016).

Furthermore, research showed that family influences on children's development are always stronger than any institutional educational influence. Part of these influences may be caused by genetic factors, but research shows that environmental factors have its own impact.

Parents are children's first and most effective motivators for learning. The key to keeping young children's natural curiosity alive is for parents to take an interest in everything their child does and to talk about it together (Desforges and Abouchaar, 2003). Evidence (Gutman and Feinstein, 2007; Sylva et al., 2010) suggests that parental involvement in early learning has a greater impact on children's well-being and achievement than any other factor, such as family income, parental education or school environment. Research (Desforges and

Abouchaar, 2003; Feinstein et al, 2004) indicates that supporting parents to improve learning in the home has the potential to have a major impact on child outcomes, including school readiness and attainment and achievement up to the age of at least 16. Hence supporting parents to help them provide a positive home learning environment can therefore be a vital part of improving outcomes for children, particularly those from disadvantaged backgrounds.Second, preschool programs with moderate to high effects could be characterized as those programs considering the influence of and working with parents and families (Campbell et al., 2002; Schweinhart et al., 1993, 2005).

Thus efficient means are in need to support families in upbringing and educating their children as early as possible, especially in those countries without or with an underdeveloped ECEC system for children under the age of 3 years. This claim is also in line with article 24 of the Committee on the Rights of the child (2013). This article underlines the important role of parents in upbringing their children and promoting healthy child development. Accordingly, states are asked to adopt evidence-based interventions to support good parenting.

1.2 FAMILY-SYSTEMS INTERVENTION MODELS

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; one of them is the 'resource-based approach' to early intervention which grew out of the work of Dunst and his colleagues (e.g. Dunst & Trivette, 2009). The fundamental assumption of the resource-based model is that families and children are embedded within a number of ecological systems, and that child development and family functioning can be supported by assets and strengths within those systems. The resource-based model has three 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, Dunst & Deal, 1997). Principles are highly firmed in kinds of enabling experiences and opportunities that will empower families and strengthen parenting and family functioning (Dunst & Trivette, 2009; Forry et al., 2012). These models take a strengths-based and resource-based approach, 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. The work of WP 3 is based on assumptions of the capacity-building paradigm, strength-based models, and resource-based models (Dunst & Trivette, 2009).

In the following, we will introduce core concepts and assumptions that guide the work of WP 3 based on the bio-ecological model of human development, Sameroff models of change and family-systems intervention models. The concepts are introduced according to the different system levels of the Bronfenbrenner model, in addition concepts are introduced that are related to intervention models only. A section on cross-cutting concepts is added, because certain aspects link to different system levels and intervention models. Following the aim of transferring research results into an innovative ICT-based practice tool aiming to enhance parental engagement with children's learning and development, with an emphasis on first language support, we will focus on concepts related to language and culture and those concepts that seem to be central to the success and effectiveness of interventions.

2 CORE CONCEPTS AND ASSUMPTIONS

2.1 THE INDIVIDUAL CHILD

- ➢ **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 behavior, 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 don't enjoy them. Self-regulation has been shown to be a central ability of children for later success in school and life.

- ➢ **Child well-being**: According to BenArieh (2007), "numerous efforts have been made to define the concept of child well-being in the context of child indicators. Much of these efforts are rooted in Western culture in developed countries". Child well-being is often associated with developmental transitions between different stages in life. "Often, especially among young children, the standards for development are based on a preferred adolescent or adult outcome, implying the need to prepare children for their transition into later stages in life or to monitor the developmental process.
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.

2.2 MICRO-SYSTEM

- ➢ 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.

- 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 et al., (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, 2009) and parental reports of home learning experiences (e.g. the regularity with which a parent teaches a child letter sounds, Skwarchuk et al., 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 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 et al., 1994; Schmitt et al., 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.

➢ **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" (de 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 (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.

- **Multiculturalism** is a system of beliefs and behaviors 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. (Rosado, 1996).

➢ **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 is the ability to monitor and control our own behavior, 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 don't enjoy them. Self-regulation is 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, behavioral 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 (eg, 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.

2.3 MESO-SYSTEM

➢ **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 and 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.

2.4 MACRO-SYSTEM

➢ **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.

➢ **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).

➢ **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.

> **Digitalization:** The way in which many domains of social life are restructured around digital communication and media infrastructures.

2.5 FAMILY-SYSTEMS INTERVENTION MODELS

> **Capacity-building paradigm (Dunst & Trivette, 2009)**
> Capacity-building paradigm considers families as possessing a varied set of strengths and assets, emphasizing their resources and available supports. The intervention model is 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).

> **Strength-based models:**
> Strength-based models depart from families' assets and strengths, with programs building on family strengths as a way of supporting family functioning. These models adopt an empowerment approach, which recognizes 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).

>> **- Family / Parental empowerment:** Primary emphasis on family member empowerment as the goal of intervention (Dunst & Trivette, 2009). The intervention focus and families' engagement depart and foster parenting strengths (Forry et al., 2012).

> **Resource-based models:**
> Resource-based models emphasize not only services but rather a broad range of formal and informal supports and resources. In particular, family's informal social support networks are viewed as opportunities for strengthening family functioning and used as a primary source of resources for meeting family concerns and needs (Campbell et al., 2002; Dunst & Trivette, 2009; Forry et al., 2012).

>> - **Formal supports**: include social services, school, health services, and community services.
>> - **Informal supports**: include family, friends, and community relationships. These connections provide a network of relationships that strengthen the capacity of families to support and engage in their children's education and healthy development.
>> - **Social capital** is the set of relationships that provide access to information and resources. The definition revolves around the value of social networks, bonding similar people and bridging between diverse people, with norms of reciprocity. Putnam (1995), in his classic work "bowling alone" defined social capital as 'features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit'.
>> - **Cultural capital** includes the skills and knowledge needed to engage with services in a particular culture. It is about the cultural knowledge that allows social, economic and status advantage from whomever possesses it, as the knowledge of "how to dress or speak", i.e., according to high

social-status groups standards within a society (Bourdieu, 1979).

> **Parenting support**: Any services or activities that are designed to help parents or becoming parents in developing or maintaining appropriate parenting skills. Sometimes considered "parenting education".

> **Centre-based parenting support**: Parenting support services or activities that are offered by or take place in educational institutions, particularly ECEC centres. They directly aim at the child. Center-based approaches directly affect a child's development by providing learning experiences.

> **Home-based support**: Home-based programs aim at improving parenting skills and the child's development through an encouraging home environment. They may be specifically aimed at helping the parents notice, reflect on and interpret the meaning of their child's behavior and thereby help the parents acquire deeper understanding of their child's needs and expectations, reorganize the meaning of challenging behavior and regulate potential interaction problems (Spieker et al., 2012).

> **Community-based support**: Parenting support services or activities that are offered by or take place in institutions or space provided by the communities (e.g. family centres, playgroups)

> **Universal parenting support programs**: are offered to all families with children/newborn. Programs that are offered to all families have a universal preventative character. Examples of this type are HIPPY (Home Instruction Program for Preschool Youngsters) and Triple P (Positive Parenting Program). Another type of universal support is the public childcare system itself since partnership with and 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 exclusively 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).

> **Parenting programs**: Parenting programs provide active skills training or coaching to parents involving video or live modeling 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) (Meija, Calam, & Sanders, 2012)

> **Parent training:** Parent trainings are designed to help parents develop the skills necessary to manage their child's behaviour and development. The techniques developped allow parents to correctly identify, define and respond to childhood behaviour.

- **Parenting-skills focused programs:** The central goal of parenting-skills-focused courses is to encourage parenting competencies and to strengthen the parents' capacity to support their child's development.

- **Parent-child-interaction-focused programs:** refer directly to the overall development of the child, include components that promote parent-child interaction and bonding, and also help build social networks among parents (Layzer et al., 2001; Thomas, 2013). Thus, activities with the child are central components here. Child-focused programs are usually offered to parents with infants, within the first months of the child's life, and the children themselves also take part in the courses.

- **ICT-based parenting support**: ICT can contribute to improved parental engagement by providing a convenient means for parents to access up-to-date information about their child's learning. ICT enables parents to be more engaged with their child's learning, and supports more flexible working arrangements for staff. ICT can also provide learning or educational tools such as reading or parenting apps.

2.6 CROSS-CUTTING CONCEPTS

- **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. Generally speaking, 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.

- **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).

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APPENDIX: ITEMS, SCALES, CONCEPTS FOR WP2 PARENTS SURVEY

Centre-based support

- Uptake and quantity of home based care and external care wishes

    o Does your child currently attend a child care centre?

    o If yes, how many hours per week?

    o If you could choose according to your wishes and needs, how many hours should your child attend the child care centre?

    o Apart from attending centre-based care, do other persons than the parents take care of the child regularly? Who takes care of your child during that time (Neighbour/babysitter (not qualified); child minder (qualified), relatives)? How many hours per week does this person/do these persons take care of your child? How much money do you spend on this per month?

- Beliefs

    o Do you think the teachers treat to all children equally?

    o Do you think the teachers are trained for multicultural education?

    o Educational expectations (e.g. My child has to learn math knowledge in the centre etc.)

    o Reasons for choosing your child´s preschool centre* (line 24)

    o *How much do you agree: I found some courses not suitable for Muslim students? (eg. Swimming courses)*

- Processes/Interactions

    o Parental involvement

        ▪ Please tell if the following forms of collaboration between parents and preschool exist and how important you find them.* (line 26)

        ▪ Which forms of collaboration with the preschool would you like to participate in?* (line 27)

        ▪ How often do you talk with your child's preschool teacher?

            ▪ 6-point scale from never to every day

        ▪ If you are never or very rarely in contact with your child's preschool teacher, why do you think that is?

            ▪ Language issues

            ▪ Time issues on my side

            ▪ Time issues on the teacher's side

            ▪ Not feeling welcome at the preschool centre

ISOTIS

- I do not get along very well with the teacher

- I am not interested in having contact with my child's preschool teacher

- o relationship between parents-teacher* (line 28)

- o relationship between child-teacher

- o Multicultural activities in the preschool centre* (line 29)

Social networks

- Availability of social network to take care of child* (line 31-32)

- How would you describe your and your partner´s friends?

-mostly German/-mostly Turkish/-mostly from other cultures/ -mixed

- How would you describe your child´s friends?

-mostly German/-mostly Turkish/-mostly from other cultures/ -mixed

- Are there other children in your neighborhood your child can play with?* (line 33)

- Wellbeing in the neighborhood* (line 34)

- Does your child attend activities in clubs?* (line 35)

- Parents´ and Children´s personal contacts with German speaking and not German speaking persons (in the neighborhood, working place, university, preschool/school, friends)* (line 36)

Home Learning Environment

- Structural aspects

    - o Availability of child´s own room* (line 39)

    - o Availability of books for adults

    - o Availability of books for child* (line 40), which language are they predominantly?

    - o If you have books in other languages, in which language?

    - o Do you have a nanny or an aupair at home? If yes, what is the language he/she is speaking in your family?

- Beliefs

    - o Self-perception* (line 42)

    - o Educational aspirations

        - Which school degree do you wish for your child?* (line 43)

        - Importance and meaning of school education* (line 44)

    - o Education goals* (line 45)

- o Parental trust* (line 46)

- o Parenting practices regarding discipline* (line 47)

- o Attribution of responsibility

    - ▪ To what extent to you think the parents are responsible for their child´s education?* (line 48)

    - ▪ Especially the parents are responsible for their children to learn German at an early age.* (line 49)

- o Diversity beliefs

    - ▪ Multicultural beliefs* (line 50)

    - ▪ Egalitarian beliefs* (line 51)

    - ▪ Assimilation beliefs* (line 52)

- o Self-efficacy* (line 53)

    - ▪ *I am confident that I am well informed about the German education system*

- o Image of the child / beliefs on children's learning

- Processes/interactions

    - o Family activities: HLE as measured in EPPE, with a particular language focus

    - o * (line 56), Duration of reading?

        - ▪ *Sending children to home country for supporting their Turkish language skills*

    - o Uptake/Use of informal learning activities / family support:

        - ▪ Did you participate in any courses with your child during the last … years (for instance sports, early music education, etc.)?

        - ▪ Did you as parents attend any courses on children's education within the last … years?

        - ▪ Did your child participate in any courses during the last … years (for instance sports, early music education, language courses etc.)?

    - o Communication culture/ Media culture

        - ▪ How often do you / does your partner read books?

        - ▪ Do you / does your partner read a daily newspaper?

        - ▪ How many hours per day on average is your television turned on?

        - ▪ etc.

Beliefs and orientations of immigrant families
- *Beliefs regarding the home country*

- o *For me it is important that my child will also get some education in Turkey*

Religious Identity

- What is your religion?

- What is the religion of the majority of your friends?

  - o Muslim

  - o Christian (protestant/catholic?)

  - o Buddhist

  - o Etc.

- How much do you consider yourself as religious?

- How strongly are you attached to religious community?

- How often do you join some religious practices?

  - o Never

  - o Once a year

  - o Once a month

  - o Once a week

  - o At least once a week

ICT usage, attitudes and needs

- Negative attitudes towards ICT should be taken into consideration

- Which of the following electronic devices do you have?

  - o Computer

  - o Smartphone

  - o Tablet

- Which of these devices are connected to the internet?

- Language for ICT* (line 62-64)

- How well informed do you consider yourself regarding the following topics?

  - o The education and upbringing of my child(ren) in general

  - o Promoting my child's/children's language development

  - o (if language spoken at home mainly not German) Promoting my child's/children's German language skills

  - o (if language spoken at home mainly not German) Promoting my child's/children's mother language skills

  - o Promoting my child's/children's social development

- o Supporting my child's/children's cognitive development (for example early math, thinking, attention etc.)

  - o My child's/children's nutrition and health

- What source(s) do you use to obtain information about the topics above?

  - o Books

  - o Magazines

  - o Information Brochures from authorities/government/doctor/health insurance

  - o Advice from family and friends

  - o Internet (Computer)

  - o Internet (Smartphone)

  - o Internet (Tablet)

  - o Applications for mobile devices (i.e. smartphone, tablet)

  - o If none of the above, what is your source? _____

- Regarding which of these topics would you like to have (more) information/support?

  - o The education and upbringing of my child(ren) in general

  - o Promoting my child's/children's language development

  - o (if language spoken at home mainly not German) Promoting my child's/children's German language skills

  - o (if language spoken at home mainly not German) Promoting my child's/children's Turkish language skills

  - o Promoting my child's/children's social development

  - o Supporting my child's/children's cognitive development (for example early math, thinking, attention etc.)

  - o My child's/children's nutrition and health

- If there was a cost-free application for mobile devices (i.e. smartphone, tablet) supporting you with this/these topic(s), would you use it? → rating on the 4 point scale from very unlikely to very likely

- If you would use such an application, how would you like it to provide you with information? → Multiple choices possible

  - o Written information (Text, Articles)

  - o Information presented in (close to reality/practice) videos

  - o Information provided in a graphic way (i.e. images, animations, etc.)

- How often, which ICT tools, for which purpose do parents use with their children?

- How often, which ICT tools, for which purpose do children use on their own?

- Regulations for media use (children)* (line 65)

Notes:

The topics of general structural aspects including immigration history, multilingualism, cultural identity and acculturation are also important for us, but we are aware there will be possible experts from other teams bringing them into WP2.

Also, two suggestions:

- To better understand what reality children grew/grow up in, we would like to propose to assess not only the parent's current employment status but also since when they have been employed/unemployed etc. It could be they are currently unemployed but have been working for the last 10 years before this short phase of unemployment.

- The participation and interest in politics in the home country and in the country of residence might contribute to cultural identity/ acculturation/ integration part.