

European Toolkit for Schools

AVIOR

Bilingual Supportive Material for Migrant Children in Europe

Date: 25 January 2022

WHEN WAS THE MEASURE FIRST STARTED?

2017

WHAT WERE THE CONDITIONS AND STEPS TAKEN THAT HAVE CONTRIBUTED MOST TO THE SUCCESS OF THE MEASURE?

This project responded to the gap of building teacher competence in creating inclusive multilingual classrooms by making bilingual literacy and numeracy materials available to schools and by sharing best practices about inclusive classrooms among teacher trainers and school leaders. This was done by organising study visits to schools and teacher training institutes where bilingual materials were successfully used in the classroom.

Furthermore, this project has provided deeper insight into the barriers and opportunities of migrant parental involvement and have the added benefit of creating informal local networks of parents, communities and schools: leading to the result that there was more communication and a better relationship between both parents and teachers.

WHICH STAKEHOLDERS WERE INVOLVED IN IDENTIFYING NEEDS AND IN THE PLANNING AND DESIGN OF THE MEASURE?

Our partners in close contact with their school networks, school leaders, teachers and migrant parents.

WHO WAS INVOLVED IN IMPLEMENTING THE MEASURE? WHO HAS KEY RESPONSIBILITY FOR IMPLEMENTATION?

Eventually school leaders will have the authority to chose to implement bilingual educational material into schools and make the choice to become a school where home languages are welcome and used.

HOW ARE THE DIFFERENT PEOPLE INVOLVED IN IMPLEMENTATION BEING SUPPORTED (E.G. DO THEY RECEIVE SPECIFIC TRAINING?)

In the project, teachers were not trained specifically to deal with multilingual classrooms. But we created a User Guide and Handbook as instruction how to use the materials as well as how to effectively involve parents.

WHAT HAVE BEEN THE OBSTACLES TO INTRODUCING THE MEASURE? HOW HAVE THEY BEEN ADDRESSED?

We encountered the following obstacles in introducing the use of bilingual materials in classrooms:

- 1) Through our multiplier events we have reached policy makers, but in our minds, we had wanted to have more policy makers involved. It is still a lot of work to raise with them the awareness of the obstacles and opportunities related to the use of bilingual and mother tongue materials in classrooms. So that they can come up with educational policies that close the achievement gap between native and non-native children through mother language support and multilingual learning. It starts usually with policy makers and of course, next to them we must convince school leaders to the benefits in working with AVIOR material.
- 2) We wanted to create informal collaborative networks between migrant parents and teachers through action research. We thought it would be possible that teachers and migrant parents worked together in the design and implementation of (mini-) research questions on the best ways to use bilingual learning resources. In practice we found out that teachers cannot easily carry out an action research plan, due to, 1) lack of time and 2) less knowledge of running a research process. The solution was that a researcher connected to AVIOR helped the teachers to discover what parents are already doing at home to enhance both the school language and the mother tongue.

IS THERE A MONITORING/EVALUATION SYSTEM IN PLACE? WHAT IS MONITORED?

No, we do not have the resources to monitor. Schools monitor themselves though.

WHO MONITORS AND HOW?

Teachers discuss the process of AVIOR with each other.

WHAT HAS BEEN THE IMPACT OF THE MEASURE?

With our activities, we have had an impact on schools, and the school community by raising awareness of working with multi-linguistic materials throughout Europe which is not standard at all.

- PRIMARY SCHOOLS: school leaders and teachers from our case studies and implementation studies are better prepared to meet the needs of diverse pupil groups with

- different languages, regarding basic literacy and numeracy skills in particular, by using digital bilingual resources; and in their communication and collaboration with parents.
- PUPILS: the opportunity has been increased for them to enhance their skills in both the instruction language as well as their mother tongues in regular school lessons and to allow them to acquire better and faster command of basic numeracy and literacy skills.
 - SCHOOL COMMUNITY: with our case studies, implementation studies we created conditions in making collaborations between schools and migrant communities and parents more effective and created deeper insight into parental involvement concerning language issues.
 - PARENTS: Of the parents that were involved in all our activities, they perceived a greater understanding of their own role in language learning and acquisition of basic numeracy and literacy skills of their children. Furthermore, they have more insight in how their children develop at school and in the way they can constructively engage with teachers.
 - EDUCATION POLICY DEPARTMENTS: More and more educational policy departments across Europe see the opportunities for disadvantaged multilingual children with migrant backgrounds to develop both their mother tongues and the language of instruction in addition to improvement of their basic numeracy and literacy skills. AVIOR helped to put the topic on the agenda more prominently and in that way is helping to increase quality of education throughout Europe.

WHAT RESOURCES ARE INVOLVED (MATERIAL, SPACE, AMOUNT OF FUNDING)?

We have an active website where bilingual materials can be found and adapted to the teachers/educators' own wishes. AVIOR was an Erasmus+ project which was funded for three years.

IS THE MEASURE STILL RUNNING? IF NOT, WHY NOT?

The Erasmus+ project has ended in 2019, but the measure continues to run.

CONTACT DETAILS

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