

Integrative Report on parent and family focused support to increase educational equality

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Executive summary

This integrative report draws on literature and research findings of work package 3 (D3) regarding parent and family focused support that aim to foster families' home learning environment and thereby increase educational equality. This report is based on (1) a literature review on the concepts regarding family support, (2) an inventory of promising programmes in seven European countries, (3) case studies on promising programmes in four European countries, and (4) the creation of an ICT-facilitated parent intervention (VLE) to support families in linguistically diverse contexts. These four sub-studies identified and compared family support approaches, collected evidence about their effectiveness and created in-depth knowledge about key features of successful intervention programmes. The knowledge gained was incorporated into the development of an ICT based intervention tool (VLE). Based on the findings of the sub-studies, six key topics emerged:

- Family support programmes are part of a diverse field. This diversity consists of the target groups, structural and local conditions, delivery mode and objectives of the programmes, their cooperation with other institutions and organisations, and qualification of their multi-professional teams. These conditions bring up several tensions regarding the outreach and implementation quality, and flexibility/adaptability and quality standards.
- The outreach to the target group is one of the two important aims of the programme. Building trusting relationships and tailoring the programme to the needs of the target groups are the two essentials to facilitate a successful outreach.
- Implementation quality consists of several components to consider which are essential for the effectiveness of the programme with regard to outcomes. Evidence-based practices and integrated formative and summative evaluations are aspects of implementation quality. However, the tension between a successful outreach and programme quality became obvious.
- Programmes often consist of multiprofessional teams and even paraprofessionals. We need to acknowledge multiprofessionalism, reflect the use of paraprofessional practitioners and provide support for professional development. Therefore, a set of professional standards and a comprehensive system of professional support and development for multiprofessional and multiqualified practitioners needs to be established.
- Inter-agency working and the cooperation between institutions, can improve service quality and the adaptability to the parents' needs. This work demands resources for the involved coordinators and staff.
- The use of ICT is a great potential tool in family support programmes with regard to outreach and compliance. To develop this potential, an appropriate implementation, ICT training for the professionals, and the parents' beliefs and professionals on ICT-use need to be considered.



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