

Home Instruction for Parents of Preschool Youngsters

The NCJW Research Institute for
Innovation in Education
The Hebrew University of Jerusalem
Jerusalem 91905, Israel
Tel. 972-2-5882233, Fax. 972-2-5882174
Website: www.hippy.org.il



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HIPPY International Newsletter



*Learning is fun at
HIPPY in Toronto*

Prof. Avima D. Lombard, Founder and Director of HIPPY worldwide passed away in October, 2008. An In Memoriam is on the back page of this issue with a link to Avima D. Lombard's Legacy Exhibition on web.

The Home Instruction Program for Parents of Preschool Youngsters (HIPPY) is a family – focused school readiness program that helps parents prepare their 3, 4 and 5 year old children for success in school and beyond. The parent is provided with a set of carefully developed curriculum, books and materials designed to strengthen their child's cognitive skills, early literacy skills social, emotional and physical development. HIPPY empowers parents to be their children's first teacher by giving them the tools, skills and confidence they need to work with their children at home. They are trained by paraprofessionals, themselves parents from the community. The program is designed to bring families, organizations and communities together and remove any barriers to participation due to limited financial resources, social isolation or lack of education. Regular parent meetings provide additional socialization

and support. Paraprofessionals gain job experience guiding parents, developing both a sense of responsibility and crucial skills demonstrating to themselves and to their communities their power to change their lives for the better. Families from many different ethnic groups comprise the HIPPY network. They are bound by a mutual commitment to ensure that each child has the opportunity to achieve his or her full potential. HIPPY helps parents learn how easy, enjoyable and rewarding it is to teach their children at home.

This year's HIPPY International Director's Conference took place in St. Petersburg, Florida on April 13-17, 2008. International collaboration on material adaptation was one of the main topics; new successes and challenges were shared. Directors of HIPPY programs presented *HIPPY Around the Globe* to the participants of the Twentieth HIPPY USA Conference which took place in St. Petersburg at the same time. Many U.S. participants were eager to talk to the international representatives about HIPPY in the context of different nations. The conference culminated in a festive gala at which the third Avima D. Lombard Award was presented.



HIPPY International Director, Miriam Westheimer, (center) with Scott Gordon, Director, Arkansas Children's Hospital, and award recipient, Carol Rasco



Veronica Fratelli, National Coordinator, HIPPY Italy (left) at the end of year multicultural party

HIPPY ITALY started in 2007-2008 in South Tyrol, the bilingual border region between Italy and Austria. Initial training conducted by HIPPY Germany used the existing German HIPPY materials. The group that formed was a multinational, multilingual immigrant population from Pakistan, Morocco, Albania, Iraq, Afghanistan and Italy. HIPPY paraprofessionals worked with the mothers in their native languages before the mothers used their German material, providing an opportunity to begin learning German at home. Group meetings were conducted on broad themes that crossed the cultural divide. The universal concerns of child development, health and safety connected the mothers, created solidarity and a sense of belonging to the HIPPY group. It provided a way out of isolation and brought the mothers to group meetings with great enthusiasm. Their final meeting of the year included a multicultural lunch party for all the HIPPY mothers and their children; the women cooked specialties of their own cultures and had a wonderful time together.

Twenty new families joined HIPPY Italy this year. The families are from Albania, Kosovo, Pakistan, India, Bangladesh, Italy, Morocco, Afghanistan,

Algeria, Iraq, Peru, Dominican Republic, Cuba and Russia. In addition to the topics discussed previously, there will be an emphasis on intercultural communication and acceptance this year. HIPPY Italy is financed by the local government. It is hoped that HIPPY materials will soon be translated into Italian for wider use at the local level.

HIPPY AUSTRIA started a pilot program last year with 24 families in Vienna which was expanded in September 2008 to three new districts that have immigrant populations with Turkish, Arabic and “Former Yugoslavian” roots. The Government of Lower Austria started to implement HIPPY for its cities with the highest proportion of immigrants beginning with a small pilot program in the region south of Vienna. Funding comes from the federal state. The focus will be on basic education and literacy and will be monitored by the Lower Austria State Academy. Another HIPPY site started in 2009 in Austria’s second largest city, Graz. Funding comes from the city, the Federal Ministry of Family and Youth and the European Union’s Immigration Fund. There is further interest in



HIPPY Group in Austria plays a perception game after learning about how the brain perceives

implementing HIPPY in neighboring towns and preparations are underway for beginning programs soon. Funding for the Vienna site comes from the European Union's Immigration Fund, the Federal Ministry of Family and Youth, the Federal Minister for Women, four Viennese districts, the City of Vienna and some private partners.

HIPPY AUSTRALIA is pleased to announce that Carmen Calleya-Capp has been appointed as the National Manager of HIPPY Australia. Her outstanding track record promises excellent leadership for the major national project in which HIPPY will be rolled out across 50 communities with the aim of involving parents in their children's education. The Federal Labor Government has committed \$32.5 million to roll out HIPPY over the next five years. We will see 22 sites funded in 2009, including the 9 existing sites and 13 new sites, and another 14 new sites in both 2010 and 2011.

The announcement of HIPPY locations for 2009 was made by Prime Minister, Kevin Rudd, and Parliamentary Secretary of Early Childhood Education and Childcare, Maxine McKew. Early childhood education is a clear priority in the new government and HIPPY meets the government's requirements for education, integration of immigrants and employment training.

The newest HIPPY storybook, "Merinya and Nupia", was written by a group of Indigenous women in the La Perouse area of New South Wales and was established as a local community project. The book was introduced to families involved in HIPPY in 2008 and was well received by all. New activities have been developed to accompany this book.



Illustration in storybook "Merinya and Nupia" shows Merinya painting an emu on the wall of a rock shelter

HIPPY Australia has begun reviewing and updating the HIPPY materials, to better reflect HIPPY in an Australian context. This exciting project has been made possible by knowledgeable and experienced HIPPY coordinators, early childhood professionals and an incredible design team. The project has seen changes to the layout and design of activities and updated illustrations that better reflect the communities taking part in HIPPY. Importantly, additions have been included to all activities that encourage parents to extend each activity's learning outcomes to daily routines. While encouraging parents to internalize their learning and apply it to other situations has always been an implicit goal of HIPPY, this project aims to make it more explicit by scaffolding the process parents undertake in creating learning opportunities for their children in their home and community. The new Age 4 materials will be used in 2009 with the new Age 5 materials introduced in 2010.

HIPPY CANADA has been collaborating with the Simon Fraser University for ten years. Without its support, HIPPY would not have been able to establish a nation-wide presence. The HIPPY Canada Board decided that it is time for the HIPPY Canada

Secretariat to function independently with a full-time focus on taking HIPPY all over Canada. “Canadianizing” the curriculum is made possible with funding from Human Resources and Social Development Canada. A key focus in the HIPPY curriculum is the promotion of cultural awareness. Through books and related activities and during group meetings, the focus is on respect for history, values, customs, and language of people from different backgrounds. Eighteen of the twenty-seven HIPPY storybooks will be replaced by six Aboriginal stories, six multicultural stories and six stories that put fun into the curriculum. The themes of several of the storybooks used in HIPPY reflect and encourage social responsibility within the family and within the larger community. There is a concentration on activities that involve problem solving, negotiating, helping others, understanding other people’s points of view, attitudes and feelings. The curriculum will be updated to support the new reading material with a focus on creative, imaginative play through arts-based activities that include visual art, drama and music. The new set of HIPPY books will be published by Groundwood Books Publisher, which supports HIPPY’s values and publishes books by Canadian authors and illustrators.

HIPPY Canada received a \$285,000 grant from the Social Development Partnership Program of Human Resources and Social Development Canada and a \$2 million grant from Citizenship and Immigration Canada to expand HIPPY in the Toronto area. HIPPY plans to continue in communities in Northern Ontario, Winnipeg, and Ottawa and to begin a new program in the Queen Charlotte Islands. Aboriginal HIPPY is expanding from six to eight First Nation sites. This

year there were 346 children and 34 home visitors in HIPPY Canada programs.

The Public Policy Forum recently conducted a research project entitled, “From Immigration to Participation: A Report on Promising Practices in Integration”. The article explores current perspectives on the integration process and innovative strategies that engage communities in the settlement process of newcomers. HIPPY is mentioned as a promising practice. “HIPPY takes a holistic approach to education by involving parents and communities. The program promotes multiculturalism and anti-racism, and supports settlement and immigration by helping newcomers to better understand Canadian language, life and culture, develop friendships and a sense of connectedness, and learn to access services in the community. The HIPPY program involves local businesses and other regional organizations to ensure that HIPPY is truly reflective of the communities it serves. The graduation rate for HIPPY has reached over 300 students.” (From Immigration to Participation: A Report on Promising Practices in Integration, November, 2008, Public Policy Forum pp. 28-29)

With the growing body of evidence indicating that economic and social integration remains a challenge for many recent immigrants, examining and profiling promising practices serves to promote creative alternatives to improve the present immigration experience in Canada.

HIPPY sites continue to partner with other community organizations. HIPPY Vancouver introduced a health, nutrition and literacy unit, “Alphabet Soup” for parents and preschool children by partnering with a community organization to deliver this program free to families.



HIPPY
*Vancouver at
 the Alphabet
 Soup session*

HIPPY PLUS which began as a pilot program in Vancouver continues to build on parent's literacy skills exploring text and non-text literacy, such as setting up an email account, learning First Aid in their own language, field trips to areas outside the boundaries of their cultural or language groups.

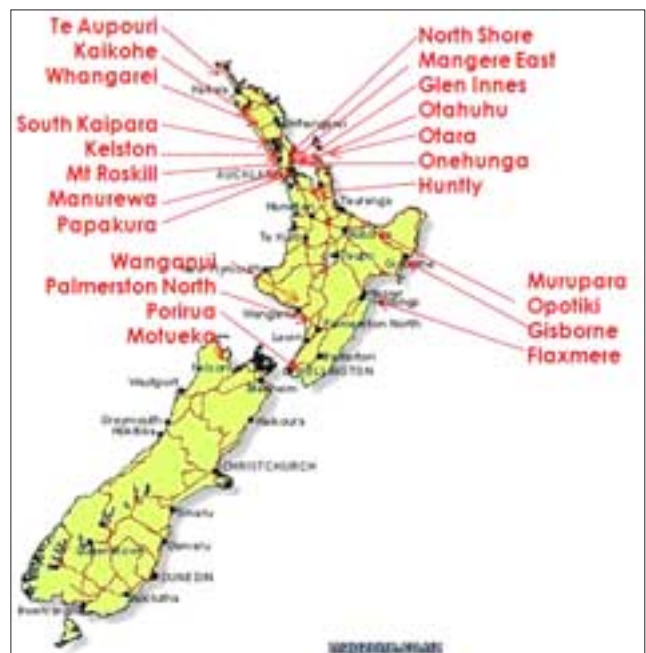
HIPPY NEW ZEALAND opened three new programs during 2008, bringing the total to 24 sites. While Great Potentials Foundation oversees and supports all programs, each program has its own local provider. These include organizations that are education, social development and health based. Fourteen HIPPY programs share sites with early childhood education centers and eleven are located on primary school sites, thus confirming HIPPY's ability to collaborate with and enhance the support extended to families of a great variety of existing organizations.

Funding sources are as diverse as the providers; including government funds, grants and donations. The majority is government funding which has recently been transferred from the Ministry of

Education to the Ministry of Social Development. HIPPY has been recognized as an essential service in the support of families and the Department of Social Development has elected to include HIPPY as part of a range of services that vulnerable families are able to access.

HIPPY has been operating in New Zealand since 1992. Children from the early years are now adolescents, some of whom have finished school and gone on to training or employment. Great Potentials recently commissioned a study that interviewed eighteen HIPPY graduates, now aged 13 - 19, and the HIPPY parent. The study probes the parent's perception of the graduate, the impact of HIPPY on the child, on their parenting skills and on their own life. The initial finding from the interviews of the adolescents and their parents reveal the following findings:

Map showing HIPPY sites in New Zealand



From the adolescents:

- 100% displayed a very high level of well-being.
- 100% had no health problems.
- 100% were overwhelmingly positive about themselves, their families, school and their lives.
- 100% were setting goals for themselves.
- 100% reported no criminal offending.
- 100% expressed a dislike of violence.
- 89% had never been violent.
- 94% still live with parents.
- None reported heavy drinking or drinking and driving.
- 83% don't smoke. (This is lower than the national average for their age and less than half the average rate for their SES peers).
- 78% scored "high" on their level of attachment to their parents. 22% scored "medium. None scored "low".
- 83% scored "high" on their level of attachment to their peers. 17% scored "medium". None scored "low".
- 13/18 had faced serious adverse life events such as family break-up, suicidal friends, depression. These 13 all perceived themselves as resilient and resourceful and all perceived that they had come through these events healthy, happy and family-oriented.
- 3/5 who had left school were in full-time employment.
- All 18 planned to be employed and were taking steps to achieve this.
- As a group, in comparison with the NZ average for a similar age-group, the HIPPY graduates scored:
 - Higher than average in their satisfaction with their leisure time.
 - Significantly more likely than average to report having enough contact with one or both parents.
 - Higher on regular contact with family and friends.

- Less trusting.
- Slightly higher on frequency of feelings of loneliness, although less "serious" loneliness.
- Higher on access to phone and Internet.

From the parents:

- All parents interviewed were positive about their participation in HIPPY. All felt that HIPPY had influenced their children in a positive way. Many felt that the "great start" HIPPY had given their children at school had continued to have an impact throughout their schooling.
- Parents reported that HIPPY had helped them learn to teach their children and introduced them early to concepts and skills that remained useful throughout school and other aspects of life.

All HIPPY parents interviewed felt HIPPY had helped "kick-start" a positive, attached relationship where they enjoyed encouraging their child's learning.

Many of the parents felt the lasting benefits of HIPPY for their children accrued from the changes in their own habits, attitudes and understanding of parenting from the time of HIPPY on.

This research is yet another testament to the importance of HIPPY, and the published work will be dedicated to the memory of Prof. Avima Lombard.

The legacy of Avima will continue in New Zealand, as in other countries around the world, each time a child and parent sit together to do their "HIPPY homework", or have a conversation that was generated by their experiences in HIPPY. Words will never express the gratitude felt for her gift to families in New Zealand.

HIPPY USA is pleased to welcome their new Executive Director, Marvin Schwartz. Mr. Schwartz comes to this post with experience in working with non-profit organizations and a firm belief that improving early childhood education produces responsible citizens in the long term. Teri Todd has joined the staff as Fund Development Associate/Board Liaison assisting in strategic planning and fund development.

In celebration of HIPPY USA's second anniversary on the campus of Arkansas Children's Hospital, an Open House was held on October 31, 2008, in conjunction with the annual Board of Trustees's meeting.



Members of HUSA Board of Trustees, HUSA National Office Staff and Arkansas HIPPY Program Staff

The Open House was just one of many exciting and productive meetings/events held during the year. The festivities began with the 2008 National Conference where representatives from HIPPY International presented a general session before the audience of almost 450 participants. Highlights included the Avima D. Lombard Award Gala, where Carol H. Rasco, Executive Director of Reading is Fundamental, was presented with the award because of her exceptional work and support in the field of early childhood education. In addition, Dr. Ruth Westheimer, the internationally acclaimed psychologist and author, was the recipient

of the first ever “**HIPPY Champion**” award for her many years of support to the organization. A separate event was held in New York for this presentation, with the video shown during the national conference highlighting the evening's events.



From left: Nanci Bobrow, HUSA Board of Trustees, Dr. Ruth Westheimer, HIPPY Champion award recipient, Linda Frank, HUSA Board of Trustees, and Jeff Tabak, Weil Gotsbal & Manges, LLC.

A new spirit of collaboration also began at the April Board meeting held during the conference. National trainers and state leaders joined national office staff and Board members to initiate discussions around strategic positioning to expand and sustain HIPPY across the United States. Two Board members, Ann Marchetti and Wendy Pollock (former coordinator) attended the August State Director's Meeting where strategic communications continued. The National Trainer's Professional Development Meeting was hosted in Little Rock in October. Also invited to the meeting were state directors and national office staff, as well as HUSA's Board Chair, Ann Marchetti. Their inclusion offered welcomed feedback on the future development of HUSA.



Carol H. Rasco, recipient of the 2008 Avima D. Lombard Award

HUSA is actively seeking ways to continue to build relations amongst the HIPPY Team as well as the HIPPY families served by 143 sites in 23 states. A new communication tool, "Let's Talk" was developed for HIPPY parents to share comments, concerns and suggestions directly with HUSA.

A continuation grant has been awarded to HUSA in the amount of \$223,076. The grant was received by the Corporation for National and Community Service (CNCS) to provide funding for HIPPYCorps sites in California, Florida, Hawaii, and other HIPPYCorps activities at the national level.

HUSA has replaced its former program monitoring tool with the SAFE (Self Assessment for Excellence), whose focus is geared towards providing technical assistance. There is a committee working on the development of a new program accreditation process, currently titled Stellar. The Home Visitor Credential was revised and refined to better align with standardized external credentials. Both tools debuted at the spring national conference.

In response to the great loss felt with the death of Avima Lombard, HUSA will dedicate the next issue of the HIPPY TIMES in tribute to her.

HIPPY GERMANY has embraced the participation of some 5,088 families since its inception in 1991. There were 621 HIPPY graduates in 2008 with a 90% acceptance rate to the regular German-speaking kindergarten. A total of 1,110 families participated in HIPPY Germany in the 2007-8 year. This year there are 26 HIPPY sites, 38 coordinators and some 95 home visitors.



National Coordinator, Konstanze Mathieu-Baur (2nd on right) with participating site coordinators at the annual conference at Saarbrücken

The annual National Coordinator's Conference took place in Saarbrücken in April 2008. Prof. Dr. Christine Huth-Hildebrandt gave the keynote speech. She noted that school does not simply promote book knowledge, but includes social skills, developing parental support, cooperation, and teaching concepts using every day activities. This fusion of social and cognitive development is an important legitimization for the continuation of HIPPY.

A new film, "School Success Begins at Home—The HIPPY Program" by Dr. Paul Schwarz, was introduced by the Minister for Migration and Integration, Prof. Dr. Maria Böhmer and Günter Piening, Minister of Migration and Integration in Berlin. The film shows how HIPPY connects the resources and parental ability, strengthens the parent-child relationship and supports parents and children's German language development. HIPPY gives immigrant parents a good chance at successful integration. Children who did HIPPY significantly increase their chances for success in school. Prof. Böhmer states in

the film that “Education is the key to integration and an early start insures the best beginning.” This is where HIPPY is effective.

Thirty per cent of the children under seven years old in Germany have immigrant parents. A study by the OECD (Organization for Economic Cooperation and Development) found that these children have relatively less chance of successfully finishing school. By strengthening the family, HIPPY helps families overcome school drop out.

HIPPY and OPSTAPJE, a program for children ages 18 months-3 years, teamed up to support families with young children. The two organizations work together to compound their expertise. Together they participated in the largest European youth welfare event, Kinder und Jugendhilfetag, held every four years.

HIPPY ISRAEL looks back on forty years in the field with some 2,000 families taking part in its various HIPPY-related early childhood programs this year. All the Israeli programs adhere to the original HIPPY principle that parents play a key role in their children’s learning and realization of potential. My Baby and Me, now in its second year, has programs in both Arab and Jewish sectors. The Well Baby Clinic network, in coordination with the welfare authorities, recommends families who need support shortly after the baby’s birth. Each program is headed by a professional coordinator who visits parents at home on a weekly basis of one hour sessions. This community program is funded by the Ministry of Education. Currently there are groups of 20 families in nine communities scattered over the country. Professional staff undergoes intensive training and is

supervised by the early childhood staff of the Hebrew University.

Family in Action works with 30 families in each of nine communities. Programming is not determined by the child’s age, but rather by the child’s developmental stage. This program is sponsored by the Ministry of Education Early Childhood Division. Each week’s box of material has a theme. For example, “A Walk in Nature” contains water experiments, size comparison exercises, collection guidelines and kitchen activities. The staff is guided to encourage parents and children to initiate ideas of their own to supplement the activities. There are currently 280 families in this program.

Early Beginning, the Daphna Ziman Project, is a home-based intervention program that promotes positive change in the functioning of parents and young children in severely distressed families. Using HIPPY materials, parents get one-on-one support to become the agents of change in supporting their children’s development. In addition to professional coordinators and social workers, university students are trained to work with the families under professional guidance of the university staff. Their assignment includes creating individualized programs of enrichment for each of their families.

Parent Child Workshop in Israel bridges the gap From Home to School



From Home to School is an early childhood program based on HIPPY activities, bridging the transition to first grade. Parents come to group meetings once a week for guidance and participation in parent-child workshops. They become familiar with the school setting and personnel.



*HATAF
Parent Child
Workshop in
the Druze
village of
Sajur*

HATAF (Home Activities for Toddlers and Families) and Ha'Etgar (HIPPY) are the programs of choice in many of the Bedouin communities. These programs receive special funding from the Prime Minister's Office. As there is a dearth of formal early childhood educational frameworks among these communities, parents choose these programs from a variety of enrichment programs offered, certain that they will improve their parental functioning and help their children succeed in school.

HIPPY SOUTH AFRICA had to close its office after a massive funding crisis early this year when a long-standing public sector benefactor exhausted its limited budget. Programs had to suspend operations and rally for funds last April in order to continue. As of now they have managed to raise funds for two programs, one in Diepsloot and one in Winterveldt. There exists a possibility for some rural projects in the Eastern

Cape for 80 families in total. Meanwhile the search for funders continues as HIPPY South Africa looks at alternative financial and fundraising models.

When the program reopens in March 2009, it will be based at a children's center in a community recreation center in Brixton, west of the city center of Johannesburg. It will be offered along with two Montessori training and development programs. This is the start of an effort to build a stronger policy and advocacy core with other children's organizations.

HIPPY recently started a pilot project in Switzerland. The program is in the German speaking part of the country and will make use of the existing German materials. In addition, there are several new HIPPY programs preparing to set up pilot projects. The program in the Philippines will get started with support and guidance from Jane Hall, Director of HIPPY New Zealand. Carla Weir, a veteran HIPPY USA trainer, is going to Argentina to assist the new HIPPY program to train the new coordinators there. A group in Denmark is in contact with neighboring HIPPY directors to develop suitable HIPPY materials in order to start a HIPPY program in Denmark.

HIPPY El Salvador's funding came to an end this year. The organization will sponsor a parent education health program with an emphasis on disease prevention and will remain in contact with HIPPY for possible further collaboration in the future.

In Memoriam

PROFESSOR AVIMA D. LOMBARD (1926-2008)



Prof. Avima D. Lombard 1926-2008 was an inspiring educator, known for her thoughtful guidance and quick understanding of people from diverse backgrounds. She was a member of many professional organizations and served as president of OMEP (World Organization for Early Childhood Education) and of the Association for The Young Child in Israel. She earned many awards, among them the Knighthood in the Order of Orange Nassau in the name of the Queen of the Netherlands, 2001; "Thirty Years of Action" awarded by The Educational Welfare Division of the Israeli Ministry of Education, 2000; the NCJW De Roy Testamentary Foundation Medal of Excellence in Education 1997; and many others in recognition of Prof. Avima Lombard's excellence in the field of early childhood education.

A firm belief in empowering parents to become their child's first teacher infused her work. The HIPPY program, founded and directed by Prof. Lombard, had immediate impact on Israeli society, enhancing educational opportunities for native and immigrant families. HIPPY (Ha'ETGAR, as it is known in Israel) became a national early childhood program in the 1970's. In the 1980's and 90's, Prof. Lombard took the program to Chile, Turkey, USA, The Netherlands, South Africa, New Zealand, Australia, Canada, France, Mexico, Germany and El Salvador, where it became an essential part of the local early childhood education landscape. Prof. Lombard left a valuable legacy of accomplishments to the world of education as well as a standard of continuous commitment which included hands-on personal involvement.

A memorial page, *THE LIFE AND LEGACY OF PROF. AVIMA D. LOMBARD* has been set up at <http://hippy.org.il/html/avimalombard.html>

CONTACT INFORMATION

Australia www.hippyaustralia.org.au

Austria www.hippy.or.at

Canada www.hippycanada.ca

Germany www.hippy-deutschland.de

Israel www.ncjw-re.msc.huji.ac.il

Italy veronica.fratelli@bzgeis.org

New Zealand www.greatpotentials.org.nz

South Africa khadija@xfactorinchange.co.za

USA www.hippyusa.org

Pilot projects:

Argentina nblaistein@amia.org.ar

Denmark www.servicestyrelsen.dk

The Philippines dhelweg@hotmail.com

Switzerland Erika.Daeler@a-primo.ch

HIPPY International www.hippy.org.il