

Parents with effect- Forms and ways to involve parents in school life

Lecture of Detlef Träbert due to the thematic conference in the frame of the EU- project
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Many teachers are also parents
Every parents was a student
A lot of students will become parents
A few students become teachers
Should there not be something in common?

Introduction:

My dear Madame and Sir,

When I was a school child, my family already lived in the FRG, in a democratic state of law with an exemplary constitution, which saves the fundamental rights of each human absolutely. But the parents' generation of my childhood predominantly had a split relation to school: As children they had experienced it (in some cases during National Socialism) as absolute authority. What teachers had said, had been (nearly) law. School had been a part of authority, which you have to obey. Teachers represented as state officials its power, against which you don't revolt. There had not been parents' contribution like today.

After the Second World War initially the rebuilding stood in the foreground. Parents were glad that their children anyway had a school roof above their heads and anyway a possibility to learn something. The second half of the 40^s had been a period of transition, during that clearness about the legal status of the country developed gradually. The victorious powers had divided Germany into zones and lead the administration. Only with the Basic Law, our constitution, a new basis was provided for the new rebuilding of own administration and a system of law. But until this Basic Law and its modern concepts had been accepted by heads and hearts of people, tens of years should pass by. It may be doubted that this sense of constitution is omnipresent today: Tolerance, defence of minorities, democratic cooperation in state and community are still not taken for granted in practice and must be grinded out again and again.

But anyway: The formal situation hasn't changed since the establishment of Basic Law, but other things have improved. Initially the sense of obedience have been popular; to have a say in school has been "unheard- of" or at least attended by stomach ache. To contemporary parents may come naturally much more the possibilities of taking part in school's constitution, although prejudices are popular:

- Teachers must not be criticised because the child must carry the can for this.
- Teachers always have more influence.
- Teachers keep together against the parents.
- Teachers don't take us parents seriously.
- Teachers just want to talk with parents if they want to complain.

Behind this stands an obsolete apprehension of confrontation of the relation between school and parents' home. But what is the sense and the use of parents' cooperation?

2. Sense and use of parents' cooperation at school

“Hold school”, like it has been the name of the teaching job in past times, has indisputable become more difficult. The pedagogic work with children under aggravated conditions is most demanding. But also breeding work in family today is not easy, because community life has changed dramatically. In this situation teachers and parents need each other; they are only able to advance the development of children successfully, if they work together in confidence.

In the new school law of *Nordrhein- Westphalen* the word is, that:

“The school respects parents' right of breeding. School and parents work together at the realisation of goals for breeding and education like partners.” (SchG NRW, §2[3])

And further: Teachers, parents and students take part confidentially in the work at breeding and education at school and thereby advance the self- responsibility at school.”

(SchG NRW, §62 [1], Satz 1)

Similar to *Nordrhein- Westfalen* parents' cooperation is realised by all German states as an important element of a prosperous work at education and breeding at school. Because this only can function for every participants' satisfaction as good as possible, if everybody shoulders responsibility.

Parents' cooperation is a means to an end
of a work with children as successful as possible.
This caddies (in true sense of the word) for the children.

2.1 Parents' cooperation- an "attendant" of schools' order for breeding and education

Due to this it's absolutely wished and basically necessary, that parents take part in the constitution of school's life in the interest of their children. But taking part has many faces. I hear parents' complaint at no so less schools: "We are only in demand for the arrangement of festivities, baking cakes, making barbecues... but in other cases....."

Even so the diverse examples of parental activity at school show, that the trend does to more "real cooperation". But maybe referring to the described history of our country it is comprehensible, that schools since post- war- era initially have been ready to accept parents' activity just in parts that are extern from lesson and noncommittal,- yes, that also parents in the early day of a democratic- opened school, have realised initially their possibilities of taking part in such school- extern activities like festivities. And these activities must not be underestimated: School festivities and other festivities are important, memorable events for our children. They are part of the "soft skills" for success with learning. These events often are remembered by school kids much longer than every lesson. And indeed, these events can't be arranged without parents' help. It is precarious, if parents' activity amount to nothing more than this and if parents don't get their rightful acceptance for this.

Besides festivities there are many further possibilities for cooperation in everyday school life, which admittedly are set outside the scheduled lessons but although count to educational work at school.

- Parents can contribute their special know- how or profession at project- days by getting included in projects or leading a project by themselves
- On "Learning Walks" at visits to museums, theatres or historical places, parents are in demand not only to attend the class but also to lead it if the person is at home in one subject.
- On "rambling days" parents can help teachers by coping with the supervision of a big rambling group or by preparing the fire at the destination or by (help to) organise sportive competitions.
- Parents can bring nearer the world of profession to the children by reporting on it at appropriate occasions, by letting the students sit on their work or indeed offer traineeships.

2.2 Parents' Cooperation- Right and Obligation

These just mentioned examples are possibilities, chances- not obligations. Schools have the decision to use or defeat them. What schools aren't able to defeat are the cooperation rights of parents guaranteed by law. They are controlled by laws and decrees, because parents' assistance is indispensable in a democratic community. The highest law in a system of law is its constitution, which is called "Basic Law" in Germany. Therein the rights in mortmain are held on like the "defence of human dignity" or the "freedom of expression", which can't be abolished. Also this counts to them:

Care giving and breeding are the natural parents' rights and their obligation first and foremost." (Art. 6, Abs. 2, Satz 1)

"The whole school system stands under supervision of the state." (Art. 7, Abs. 1)

These two sentences express the principal of educational partnership between parental home and school. Breeding is natural right of parents and at the same time their obligation. But at school the administration by state is provided; so there meet parents' - and state's responsibility: in addition of each other not in exclusion. Due to this every state of FRG has included rules in the school law that describe parents' role in cooperation at school. The committees of parents' assistance, their competences and rights are distinctly held and are differ in each state, because school system is thing of the individual states of FRG. For example there are rights for consultation, rights for suggestions or advices, rights for consulting taking part, rights for application and vote on the different levels of conferences, beginning at the level of class and getting to the school conference and somewhere indeed rights to veto.

The fact that parents' rights for cooperation are held on this way shows the constitutional character of school today. Documented rights are enforceable today; the state of authority may still be kept in mind of some parents and may cause fears there about school and teachers- but the legal position of parents is distinctly described and can be clarified in cases of arguments juridically.

As a result of this arises the gorgeous chance, that parents can give children an example in things of democracy by their engagement in the field of scholar cooperation. The active part-taking in the democratic state and its social life is one of the most basic goals of education; and how could this be better realised than live it?

Referring to this the possibility to combine into a school- parents- representation on the hyper scholar level in the town, administration district or state is very welcome. Here parents' assistance definitely becomes a political activity, because these committees have influence on the school politic in community, administration district or indeed in state. Maybe this motivates a few students to engage also.

If parents don't assume their rights of cooperation (if on the level of school, town, state or others), they not just blow their chance of possibilities of assistance with advantage for their children they also show that you can assume social offers by community while you don't work for them with others. This would be a thinkable bad example, because today we need more than ever the alertly configuration of our living conditions.

People who don't assume rights, who don't fight for them, makes the attitude popular that "you even can't do or change something". Our history has shown that also the existing established rights must be claimed, if they shouldn't be lost. This especially counts for parents' rights to cooperate with school.

2.3 Direct and indirect participation of parents at school

In general you can make out two forms of parents participation:

- a) the **direct one**, in which each parent part can get included directly
- b) the **indirect one**, about voted representatives on class-, school-, or hyper- scholar level

- a) In all forms of shaping school life, like in 1.1 mentioned, the direct engagement by parents is demanded. Eminently helpful it could be as “parents’ assistance in lessons”, which is not permitted in every state of FRG. The assumption of reading- or advance-lessons, working groups or project groups by parents makes the differentiation of lesson possible, which stands the children in good stead directly.

But direct parents engagement begins much earlier: With the contact to the teachers of their children. Especially in talks with the class teacher the exchange about child’s development takes place. The common addition of observations in parental home and classroom is indispensable condition to meet the obligation of educate and breed the children as a common task. In frames of these talks even agreements could be made if needed about parents’ behaviour towards homework, educational objectives or helps for children’s advancement.

- b) Additionally our school law provides possibilities to participate for parents by voted representatives in appointed committees. This way the school follows the rules of a democratic community and builds an own “community” in state. Such indirect parents’ cooperation must be formalised, because it conduces the with- consulting and with- deciding exertion of influence on school. Not only the conditions in school are arranged this way, but also the relations between school and school’s provider, so the community (or the district or a free provider). So in a certain manner it is a political function, in which parents let vote themselves and for such functions there must be mechanisms of control, to avoid that they are executed arbitrarily or egoistically. Because of this there are decrees (f.e. parents’- counsellor- decree of Baden-Württemberg) or laws that include appointed regulations about modalities of voting. Indirect parents’ engagement takes place on class- level in the frame of “Klassenpflegeschäftssitzungen” but also of class- conferences in work together with teachers of other classes. The voted representatives of parents from all classes of school build a school- parents- committee, which is sometimes called “school parents counsellor” or “school curatorship”. In this committee a position as common as

possible is developed that one parents representative displays to the headship. Furthermore this school- parents- committee has the possibility to send delegates to the school conference (in Bayern: school forum), in which teachers, parents and students carry out debates and pass resolutions. This way parents are part of decisions about budget of school for example. The indirect participation of parents doesn't stand the children directly in good stead but although it is very important for the arrangement of scholar frame conditions. In this area the point of the approach of changes is located. School- program- work, school development, build of profiles, arrangement of whole- day- school or care actions from lunch till free time- working groups- here parents can put their stamp on school.

3. Problems and worries of parents' representatives

3.1 The information- problem

... Surely is the least of all worries. Good parents' work requires that parents' representatives are well informed, but nevertheless they not always know the appropriate resources:

- Generally every parent have the right to view the texts due to school law in the secretariat at the school of their child. School laws, decrees and prescriptions are public texts that must be available for everybody. The collective prescriptions are obtainable at book stores. Also the education server of the states or the internet presences of the appropriate ministries offer the important law texts.
- In many states (but not in every state) the teachers' union or other organisations edit a "Teachers' Book of the Year", in which the most important texts are printed; also parents can obtain this book from the GEW (Union for Education and Science) or by VBE (organisation for education and breeding). The GEW in Baden- Württemberg even offers a "Parents Book of the Year" und further training for parents' representatives.

- The ministries of education and cultural affairs (Kultusministerien) announce great quantity of booklets and information sheets.
- The supra- regional parents representatives provide information, offer further education or give materials in written form (also in the internet).
- It' a pity that there is much too less literature for parents representatives.
- The internet offers much and in a large part usable information. With every search machine you can find hundreds of hints and links under the word "parents' cooperation", in some cases you can find whole booklets to download.

3.2 Problems with other parents

....are much more aggravating. In my numerous workshops with engaged parents representatives I often led them note their thoughts by the beginning of the sentence: "If I think about parents work at school, it worries me that..." It is amazing which bad attestation the parents get although nobody wants to generalize.

- The majority of parents representatives experience that parents only care about the interests of their own children and sometimes not even about this but only about their own good.
- They cooperate relatively little but expect much from the voted representatives. Criticism is expressed much easier than respect or commendation.
- They like it if festivities are arranged and are proud if their children shine at performances, but they barely take part in the preparation and organisation of such events.
- If there happen breakdowns or the procedure of an event is afterwards realised as awkward, they are very fast ("I would have organised this much better!").
- Almost harder is the accusation that parents don't have civil courage. "Before the parents' evening there is much criticism and courage but at this evening I stand alone", has been an often confirmed statement of parents representatives.
- At every event, participants can note that even intrigues and defamations aren't unusable; agreements and courses of action come to the teachers because of diverse reasons.
- Furthermore engaged parents fear that their function in care rubs other parents in the wrong way, who possibly (this happened really) allege they only want to distinguish

themselves. Even more hurts the accusation they just engage to get advantages for their own child.

- Even more difficult to handle is the distrust of other parents, the representative would get insider information about school and about other children and their familiar background. Such prejudices are not touchable, they are just noticeable by the atmosphere and that's the reason why they are very difficult to abolish and why they are so burdensome.

3.3 Problems with teachers and school headship

...are even more often reported than difficulties with other parents. But still the feeling is popular, that teachers are a kind of "authority", they know more, at least they can argue better. Then it is difficult to express one's own especially different opinions, to discuss controversially, although exactly this is meant by "cooperation of parental home and school". The fear that children must pay for its parents' criticism is confirmed in direct talks very less than one generally believes, because appropriate negative experiences can barely be reported. What maybe not every parent would expect is the worry on teachers' side experienced by engaged parents. And really teachers often don't feel comfortable in situations where open talks take place. Often they are pinned in role stereotypes that are characterized by "duty authority". But what can be shown than of the own personality, own feelings and weak points? To join in fears about changes, about the divergence from "well-loved" traditions ("We always did it this way!") and usages. Behind opposition or refusal hide not very self-confident personalities- good to know for parents, that this also happens on teachers' side, because this doesn't have to do something with profession or study.

Problems also get obvious by braking parents' work by teachers and headship. Especially two motivations for this are viewed: a) laziness and b) the need to direct

- a) Good and close collaboration with parents of course brings advantages for teachers, because if the "chemistry is right", work is much easier and the atmosphere in the classroom is much more comfortable. But such parents work brings work, takes initially time and energy before it helps keeping them. From this many teachers shy away. They brake by:
 - deciding the program for the parents' evening alone
 - controlling the selection of subjects
 - keeping the management of the evening

- declining another date for a further parents' evening

b) Especially headships seem to endeavour to control the parents' evenings at "their school". They like to use them as an instrument to realise their imagination of school life. Their most important management instrument is the control of information stream. It makes contemplative when experiences with retained information from the appropriate ministry are popular. If this only results from forgetfulness of the headmaster, this would cast a poor light on their appreciation of parents' work. Other reason would have to be seen as even more shaming.

3.4 Self- exploitation of engaged parents

... is a phenomenon well known from every field of profession and activity. Being able to manage all these mentioned problems, efforts solid personalities. Standing criticism, fears, distrust and the refusal of good ideas stresses the own "psycho- hygiene". Many parents' representatives know about sleepless nights due to the strain of their function.

Besides negative behaviours by other parents and by school, there are "positive" strains, that can cause exhaustion if it doesn't success to set limits.

An example:

"Did you give tender loving care to my teacher again?" sometimes asks a daughter her mother, if the teachers has been extraordinary nice to the class. Normally there really has been a hours- long phone- call of parents' representative and teacher before. Also parents often call and let consult themselves, which in case of trust can subject everything from questions really referring to school to marriage- and life- guidance.

"How shall I handle the waist others off-load at me?" is understandable an often asked question in my workshops about parents cooperation.

The answer of your expectations
has its limits
in my possibilities to act.

4. Possibilities to activate parents

4.1 The necessity of professionalising parents' work

A few months after the announcement of PISA I the representative of "school- careship" of an integrated school called me. He wanted to intensify parents' work and activate the parents and include them in school life, but he didn't know how. The headship didn't show him much understanding for his ideas. "Right now after PISA I wanted to know from the headmaster, what we as parents could do, to fulfil our responsibility. But he just put me off."

In the first PISA trial the word is that:

"In comprehensive research works of the past it could be attested, that there is a correlation between parental engagement and scholar success of children" (S. 172).

And on page 184 f. is sad additively: "PISA- results show that educational successes of children stand possibly in relation to patterns of communication between parents and children. Due to this a central aim of policy should be to support parents, especially these who possess lower educational achievements, to advance their interaction with their children and with their children's school in a way which supports children's process of learning."

You see parents' work is a important field of activity and must get appropriate relevance. It has a very positive effect on the educational successes of children.

4.2 Activate parents

Parents would participate more actively and would be convinced by own engagement, if they had possibilities to bring their preferences and interests. Because of this questionnaires are helpful, that are given out ahead of the parents- evenings. From these arises a clearer view of subject wishes than by asking the round. They should include prepared responses to tick as well as room for notes, questions, wishes and criticism.

Inquiry- projects can help to make school life to a common thing on class level as well as on school level. It could be about subjects like "How is school fun?" (example in appendix) "How do you feel at school?" or "Fear of school". (example in appendix) The results of such inquiries could discharge into school- program- work or into the procedure of events. A person, who has experienced being taken seriously and being asked for an opinion, is more probably ready for active participation.

On school level the arrangement of a "**helpers- database**" (copy pattern) affords an opportunity to acquire all the resources and competencies that our parents are made of. With aid of these databases suitable people can be addressed directly for concrete projects, if festivity, design of the school house or approaches in lessons, while to general requests ("Who can sell the drinks at the school party?") empirically only a few assistants volunteer. All parents who appear at school are immediately taken in the database by these questionnaires. This way "schoolcareship"/ "parents' counsellor" get a database with information about who can help with transport tasks by an estate or trailer, who has connections to what ever, who is available with cake donations if its needed or who has enough time to help in any possible situation.

Informing parents with a protocol from the parents evening, if they haven't taken part or with incidental letters about the situation of the class makes sure that they feel included. If there is reservation against playing an active part, they only can be decreased by information. Parents

with another mother language perhaps need translation, the inclusion of active parents from these groups in mother language lessons could help here.

There are school where students, parents and teachers edit a common newspaper as an editorial team. It don't need to appear each month, two times a year would be enough.

But despite of our greatest efforts we always should be conscience that it is impossible to get through every parent.

It's not the quota of parents
that is the indicator
for the quality of parents' work,
but it's the satisfaction of these
I can reach.

4.3 Examples for the inclusion of parents with migration background

- At the primary school *Beckerradstraße in Gelsenkirchen* there is a circle for Turkish mothers. While the first half of the school year here the contents of an “education/ breeding certificate” are worked out in the frame of school begin. In the second half of the school year the circle addresses mothers of children from the third and fourth grade and makes the further educational way, class expeditions, the relevance of books to the subject.
- At the primary school *Schonnebeckerstraße*, also in *Gelsenkirchen* already eight years ago Turkish “reading mothers” were won. They got a schooling and read in small groups in the frame of “parents cooperation at school” to the children in Turkish language.
- At the *Heinrich- Zille- Grundschule in Berlin*, that is the winner of the european price for primary schools “Engagement makes school” , there is the “children passport”. This is a booklet that attends children and parents during the school start. Children, parents and teachers note the progresses of the child referring to learn- success, but also referring intercultural and social competences. The children passport is in German and in German- Turkish. Additively parents are included in school day by parent school, parent café, workshops and circles.
- At the full- time- school *Osterbrook in Hamburg* in cooperation with the adult education centre there is a German class for mothers in the frame of the project “family literacy”, an approach to advance language competences of families.

4.4 Fantasy makes it possible: other positive examples

- At the *Ludwigsburger Morike- Gymnasium* parents were qualified as mediators, to smooth down conflicts between parents and teachers.
- The “Developer’s Program” of the primary school *Eisingen* would be unthinkable without parents’ help. It makes an additive offering of cultural activities, sports and plays as well as practical projects possible for the willingly opened school.
- At a *Gymnasium in Sindelfingen* parents’ counsellor organised a pedagogic students- teachers- parents- day to the subject “Fear of school”. This included an inquiry of pupils, lectures and circles. The aim was to change the school climate more free of fears.

5. Closing Words

My dear Madame and Sir,

The popular aphorist Georg Christoph Lichtenberg formulated about 250 years ago:

<p>“I don’t know, if it would become better, if it changed. I only know that it has to become different, if it shall be better.”</p>
--

Cooperation of parental home and school shall become better. The one and only way, the “king’s way” will not be there, could not be there. Too different are the school systems in Europe, even in German states. Too big are also the differences between the schools in one system. In many cases schools are on the right way already. This congress is – like I understood it- used for the exchange of their ways, so that we all can learn from each other.

That this never happens without problems is obvious. But, and here I want to quote a man of the present time:

“Problems are our friends because without challenges we don’t learn.” This says the school developer Norm Green from Durham Board of Education in Canada, to whom “cooperative Learning” is traced back to. You know that cooperative learning not only addresses students but also adults. With this in mind I wish you many challenging problems!

Thanks for your regard.

An example for rules relating to parents sitting in on classes

We appreciate attendances at school by pupils' parents but also by kindergarten teachers as well as by teachers from higher schools very much. These attendances can be very helpful for consultations, they can clarify possible problems in situations of transition, point out questions that must be discussed or consulted about. For all sides they can offer enrichments of experience.

The "silent observers" must care about thereby:

- People who aren't part of the school principally announce at the headship or the proper class teacher.
- The observer sits scheduled from class' happenings. Going around would disturb students but also the teacher substantially.
- At the maintenance of small groups in other rooms the children are not asked about things belonging to school. This solely stands in teachers'/ headship's responsibility. The children mustn't be subjected to such questions.
- There has to be **absolute secrecy**. The observer mustn't intervene anytime, mustn't settle disputes, address or ask the children. Observations of the class must never be passed on they should be used for the development and furtherance of the individual child resp. the agreed intention.
- During school/ lessons time the teachers are "pupils' own". They mustn't be brought into conversations. Questions can be noted and asked in the following meeting.
- If a child comes to the guest and asks what he's doing there, he will answer in short, friendly sentences, which don't invite to a longer dialogue.
- If a child comes to the guest with the appeal to decide a controversy, it will be referred to the teachers politely but firmly.

I agree with these principles:

Name:

Date: Signature:

Resource: <http://www.grundschule-wanna.de/formulare.php>,
There the catchword "Außerschulische Unterrichtshospitation"

Questionnaire

“What makes school fun?”

1.

Which way of lesson do you like best?	Not important	middle	Very important
If the teachers does most of the things by his/ her own			
If I'm demanded in lessons			
If lessons are arranged variedly (group work, silence work, discussions)			
If golden thread is noticeable in lesson			
If teacher is often willing to get off the track			
Other:			

2.

How should the teacher behave?	Not important	middle	Very important
He should be justice.			
He should be authoritative.			
He should know about everything.			
He should show feelings (humour, anger)			
Essentially he should impart knowledge			
He should be open for personal problems of students.			
He should comment more often.			
He should be a role model.			
Other:			

3.

How should parents behave?	Not important	middle	Very important
Parents should be interested in school			
Parents should support me with my homework			
In any case they should honour my achievements.			
Parents should comment me.			
Parents should let me work more independently			
Other:			

4.

Students' situations	little	middle	strong
Is a strong company of classmates important for you?			
I feel stressed by the wealth of material.			
Does the often change of teachers disturb you?			
Is your way to school burdensome (bus, long way, older students)			
Other			

I feel comfortable in my class.

Yes

No

Statement:

5.

School in general	Not important	middle	Very important
Do you find a new design of school house is necessary?			
Do you find a rearrangement of school grounds necessary?			
Do you find a rearrangement of your classroom is necessary?			
Your suggestions for a rearrangement:			

I like the AG- program (working groups) <input type="checkbox"/> Yes <input type="checkbox"/> no Further suggestions for AG's:

I think that school events are good. <input type="checkbox"/> Yes <input type="checkbox"/> no Further suggestions for school events:

In relation to school the things that make me most afraid are:
--

At my school I absolutely dislike:

At my school I especially like:

Thanks a lot that you applied this effort!

Questionnaire to anxiety and worry at school

Preliminary remark: There are many situations in which children, youngsters and adults are anxious. And also you surely have ever been frightened. How are you with fears at school? On this sheet there are some questions about this. Because these aren't all questions that could be asked and because everybody has different answers for them, we will talk about the results of this sheet later.

Questions	Please mark with a cross		
1. Do you dare to go to the teacher just because to speak with him/ her in the breaks/ ahead of school or after school?	never	sometimes	always
2. Are frightened of being called up in the lesson?	often	sometimes	never
3. Are you very nervous when you stand in front of the class?	never	sometimes	always
4. Are anxious about the teacher?	never	sometimes	always
5. Do you dare to say it to the teacher if he has behaved not right?	yes		no
6. Are you frightened of being laughed at by your schoolmates when you are saying sth. Wrong?	yes		no
7. Do you always dare to catch the speaker's eye if you have sth. to answer?	always	sometimes	Never
8. If you are worried about school- can you talk about this with your parents?	yes		no
9. Are you frightened that teachers laugh at you if you do sth. wrong?	yes		no
10. Do you believe that teachers like it if you say your opinion openly?	yes		no
11. Is it possible that you tell it to the teacher if you are anxious?	yes		no
12. Can you tell the teacher that you aren't satisfied with his/ her lessons?	yes		no

Please use to backside if you want to write something further.

(Modelled on the pattern from the anniversary- booklet to the five- year- long existing of the working group *Karlsruhe of Aktion Humane Schule e.V.*, original resource unknown)

**Example for a questionnaire for the helper's database
(modelled on the pattern from the *Realschule am Goldberg, Sindelfingen*)**

Who can help us along?

I have the following possibilities to transport at command:

- minibus bus truck trailer

I can offer the following working groups for students:

.....

I can support you at providing the following working materials:

.....

Due to my profession/ hobby I can help consulting or practical in the following domains:

.....

- I offer my personal support for project days to my child's class.
I can pass on my experiences in organisation at school festivities and sport events.

**In the frame of orientation in professions/ traineeships I can talk about my work,
subject resp. job description:**

My company offers traineeships:

Branch of:

**Company, Address, person of contact, Phone:
.....**

My family name:

Surname of my child:Class:

Phone:email:

**Remarks: Before you contract an obligation, we will talk out and adjust each offer with
you. Your data and information are destined only for our school.**

**Thanks a lot!
Your school- care- ship**



Socrates

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