

Statement of the project COPASCH to the working paper of the official places of the committee of the European Economic Areas:

Schools for the 21-st century – consultation – SEK (2007) 1009

The project COPASCH – Cooperation between parents and school – is one within the scope of the program COMMENIUS-III of the European Union a financed project which devotes itself to the improvement of cooperation between parents and school to develop Best-Practice-experiences in order to develop and exchange in the interest of the better exhaustion of existing potentials during the training and education of the children and young people in Europe.

Our project number is: 225937.

The work of the COPASCH network goes back in the present activities of the European Union for the development of the general and professional education and the lifelong learning and wants to give new impulses in particular for the strengthening of partnerships of education actors in educational institutions.

Our network is formed by 19 partners from eleven member states of the European Union and finds constantly other related partners. Bearer of the network is the Federation of German Trade Unions-educational work Berlin-Brandenburg „Wilhelm Leuschner “ inc., project coordinator:

Andreas Paul Stöhr. Closer information about the project shelters on the Internet:

[http: // www.cooperation-parents-school.de/](http://www.cooperation-parents-school.de/).

On the occasion of our next network meeting in the late spring, 2008 we will dismiss a „European recommendation to the cooperation of parents and school “ (working title) and supply with this the political decisive bearers at regional, national and European level.

We want ourselves from the perspective of our network - with the relation between parents and school in the centre of the attention – to the questions 1., 2. and 6. express. Our executions are descended from that vote and discussion process, which lead us to the formulation of the mentioned above European recommendation.

Before we express ourselves to three questions more specifically, we would like to send on ahead the following general thesis:

Education and education of children and youngsters succeed best of all when parents and teachers get on as a partner in the education. Just in an age in which education becomes more and more the central key resource for the chances of social participating and with it backup of the individual life bases it is important to put outside the meaning of a cooperating cooperation between parents and school.

Here action need exists because educational opportunities and educational results stand in many European lands still in narrow connection with social, cultural and educational resources of the parental home. The stronger inclusion of parents from educational-distant layers in the context at school of her children is a possibility for the improvement of the chance justice.

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Parents can contribute by a supporting and positive posture to the learning a lot to the school success of the children. If necessary they must be supported and promoted thereby purposefully.

1. How can schools be organised in such a way that they provide the whole spectrum of the key qualifications for the pupils?

Key qualifications enable as **überfachliche** qualifications for the action. They are no specialist knowledge, but allow the competent contact with technical knowledge. They show a wide spectrum of general abilities which come from the cognitive, as well as from the affective area. This competence can be used in different situations and functions adaptably and innovatively and be transferred.

The mediation of key qualifications requires team-oriented work, one degeneration of the hierarchical slope and opener communication structures between parents and school. The patterns of the communication and cooperation between at school to involved actors step could not often keep with those standards, in to other professional areas in the public discourse of our democratic onessocieties have set up.

It seems necessary also with the mediation of key qualifications, the cooperation family – school as an integral component of the educational policy, to see school development and teacher out-and advanced training, around the institutional ones conditions for a constant improvement of the approaches with the mediation to guarantee from key qualifications. American studies (Joyce I. Epstein et al.) cover, that well conceived programs for the integration of parents in view of him success at school at least the same value have like social parameters (race, social background, family structure). This effect has immediately with the mediation to act from key qualifications.

Hence, it is necessary to undertake systematic strains, the participation degree to improve gradually of the parents with the purpose, that all parents in possibly to steady circumference are included. In addition, it is worth, strains to undertake, that the cooperation parents – school in particular in the area of her mediation of key qualifications no mainly female domain remains; one reinforced integration of the fathers is to be aimed.

2. How can the schools arrange the necessary authority and the necessary motivation for young humans, so that learning becomes a lifelong activity?

If one assumes the evenly discussed key qualifications enable for acting and make competent handling possible technical knowledge, is obvious the answer to the second question. By the stronger inclusion of parents into the school the identification with the institution school can be increased and its social reputation be improved. The value, which is attributed to school training, grows and a stronger appreciation and anchorage of school work in the family context causes in improvement of the learning attitude and the commitment of pupils. Thus in the school those lifelong effective, motivative bases, are lastingly put which learning a lifelong activity become to let.

6. How can school communities - in conformity with the basic values such as peace, tolerance and variety - make a contribution for the education of young humans to responsible citizens?

In order successfully to obtain basic values, cooperation between parents and school must succeed. This presupposes that parents their role as educate-entitled and involved ones in the school area can notice. For parents various support offers should be furnished to questions of the cooperation during the school education of their children.

Usually teacher forces and parents take up contact with one another if there are problems related to the child. Therefore the contacts are often irregularly and mainly problem oriented. From it partially fears of contact and understanding problems between parents' house and school do not result last. Sometimes opportunities are missing for the change. This obstructs a succeeding cooperation. It is meaningful to vacate these barriers from the way. This can happen, by schools and other institutions for advanced training, parents associations etc.. To realize entrance to European Union programs received and thus improved possibilities received for it adapted support offers and to receive but necessary resources.

Parents are to be informed about their participation rights and possibilities for codesigning. Likewise they should receive to support in questions of instruction and the education. In particular the establishment schoolinternal or regional advanced training and of consulting offers is meaningful, in which parents are promoted by experts, teachers or other parents. On the other hand the development of 'parents meeting concepts' is to be supported by schools. Therein the inclusion of parents is to be concretized into the school life. For the improvement of the cooperative climate between school and parents it is important, as a school conceives the inclusion of parents into its concrete school situation and represents transparency.

It concerns both cooperation of parents and information exchange between parents and school and possibilities for parents of exchanging themselves and mutually of supporting. The school can be for it a suitable place. From a close cooperation not least also the school profits, because it can include resources and authority of parents. The school must understand itself here as organization, which cooperates systematically with parents, because personal contacts between individual teachers and parents to develop and tears also again off. The educating and order for education of the school - in particular with a switching of basic values - can be realized only in close cooperating of instructors and parents appropriately.

This presupposes that the instructors have necessary authority to arrange this cooperation successful. Necessary abilities in addition are to be embodied more strongly in the out and further training of the instructors. To these authority belong not only communication and conflict resolution authority, but also knowledge of social conditions and social development tendencies. Within the range of the teacher out and advanced training these topics play so far subordinated role and essentially over learning by doing are acquired. A professional founding of the switching of values is particularly in the teacher training necessary.



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