



Universität Hamburg

DER FORSCHUNG | DER LEHRE | DER BILDUNG



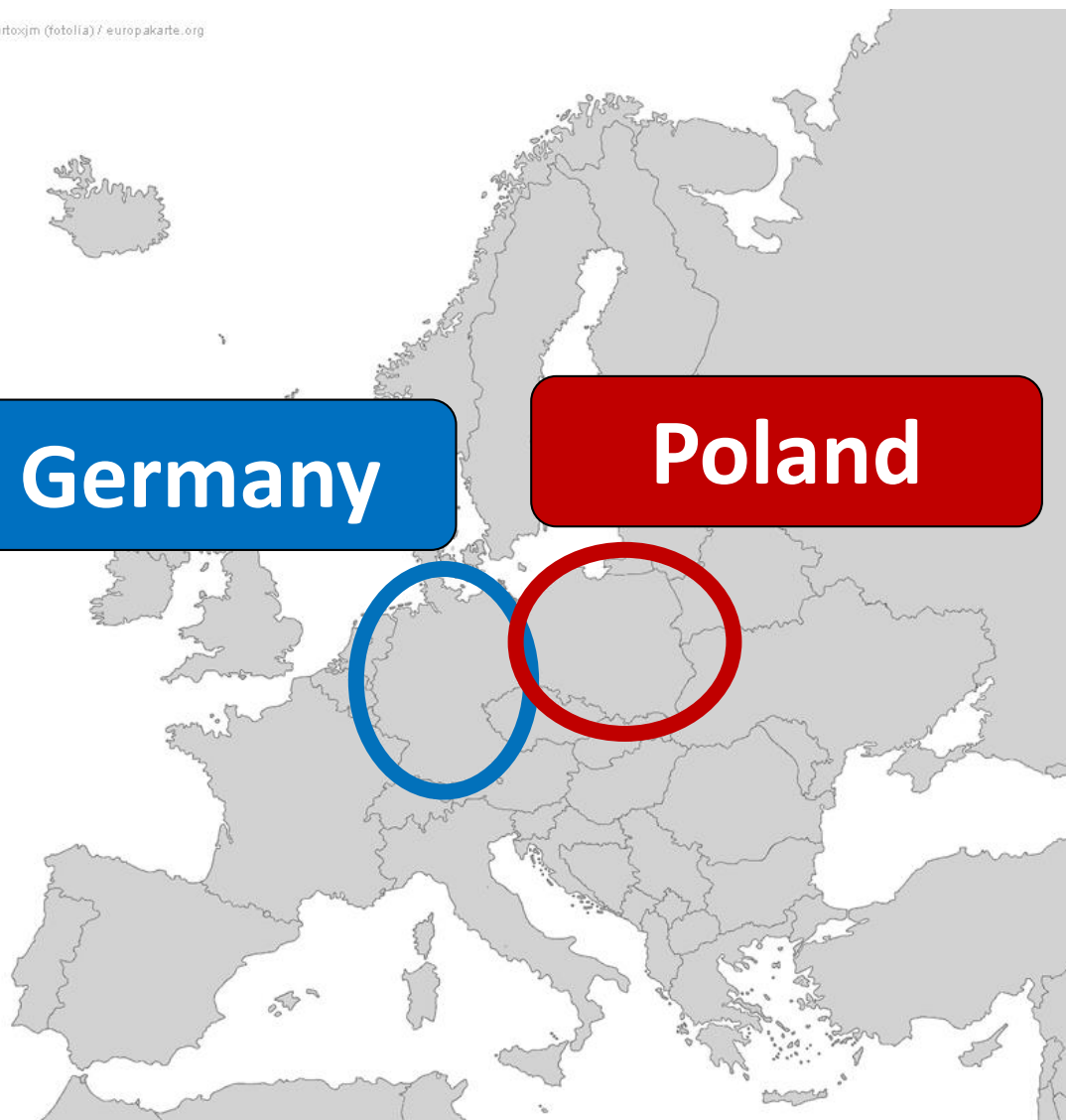
**Univ.Prof. Dr. Angelika Paseka, University of Hamburg (Germany)**

## **Home-School Partnership in Germany: Expectations, Experiences and Current Challenges**

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ERNAPE-PL Conference 2022 in Gdansk, Poland: 21-22 May 2023

“Parents and Teachers in Crisis Time”



## Poland and Germany some background information

|                          | Poland                  | Germany                 |
|--------------------------|-------------------------|-------------------------|
| km <sup>2</sup>          | 312.680 km <sup>2</sup> | 360.000 km <sup>2</sup> |
| inhabitants              | 38 mill                 | 83 mill                 |
| inh./km <sup>2</sup>     | 120,7                   | 231,9                   |
| income/year              | 14.247€                 | 40.000€                 |
| Administrative divisions | 16 voivodeships         | 16 states               |



# University of Hamburg Faculty of Education



## Questions for the presentation

- How is the role of parents and schools defined by legislation and governmental regulations?
- How are parents addressed looking at the governmental regulations and the practice of schools?
- What about the situation of parents before and during the Covid-19 pandemic?

## Conclusions

- Ambivalences & areas of tension
- Challenges for home-school cooperation



## How is the role of parents and schools defined by legislation and governmental regulations in Germany?

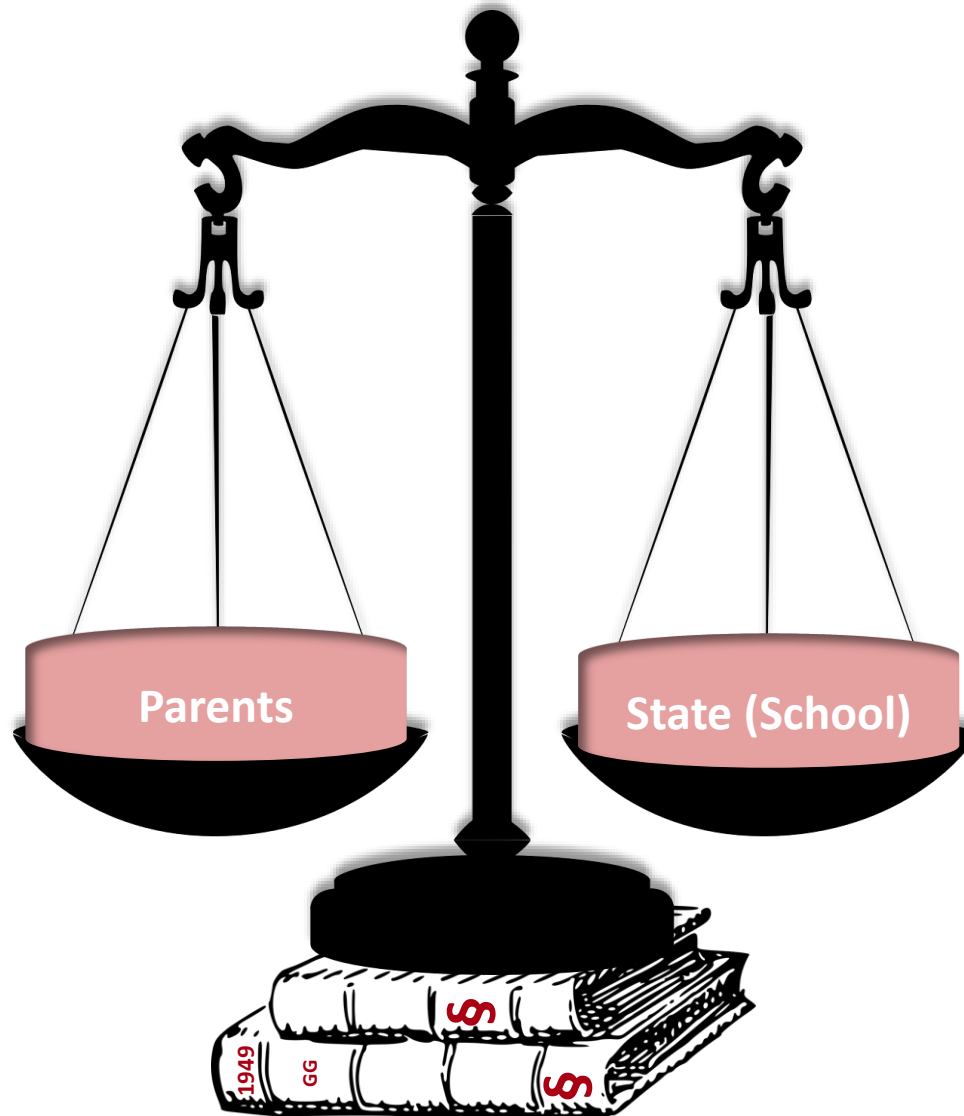
***Basic Law*** defines rights and duties of parents in general.

For more details: Each of the 16 federal states („Länder“) is responsible for the areas *culture, science and education*.



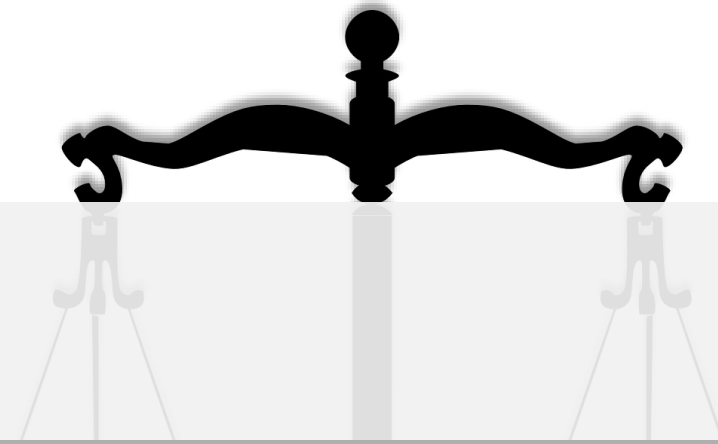
**Article 6, paragraph 2**  
*Basic Law*

“The care and upbringing of children is the natural right of parents and a duty primarily incumbent upon them.”



**Article 7, paragraph 1**  
*Basic Law*

“The entire school system shall be under the supervision of the state.”



Article 6, paragraph 2  
*Basic Law*

“The care and upbringing of children is the natural right of parents and a duty primarily incumbent upon them.”

Article 7, paragraph 1  
*Basic Law*

“The entire school system shall be under the supervision of the state.”

Decision of the Federal Constitutional Court  
from 1972:

“The goal of this *shared responsibility* is to ensure the personal development of a child [...] through **meaningful cooperation between parents and school**”

(Paseka & Killus 2020, p. 23, as stated by BVerfG 1972)



**How is ‘meaningful cooperation’  
interpreted in practice?**

*“Erziehungs- und Bildungspartnerschaft”*

**‘Shared Responsibility’ and  
a *Partnership-like* Rhetoric in Germany**

*Home-School-Partnership*  
*Family-School-Partnership*

*(Literal translation)*



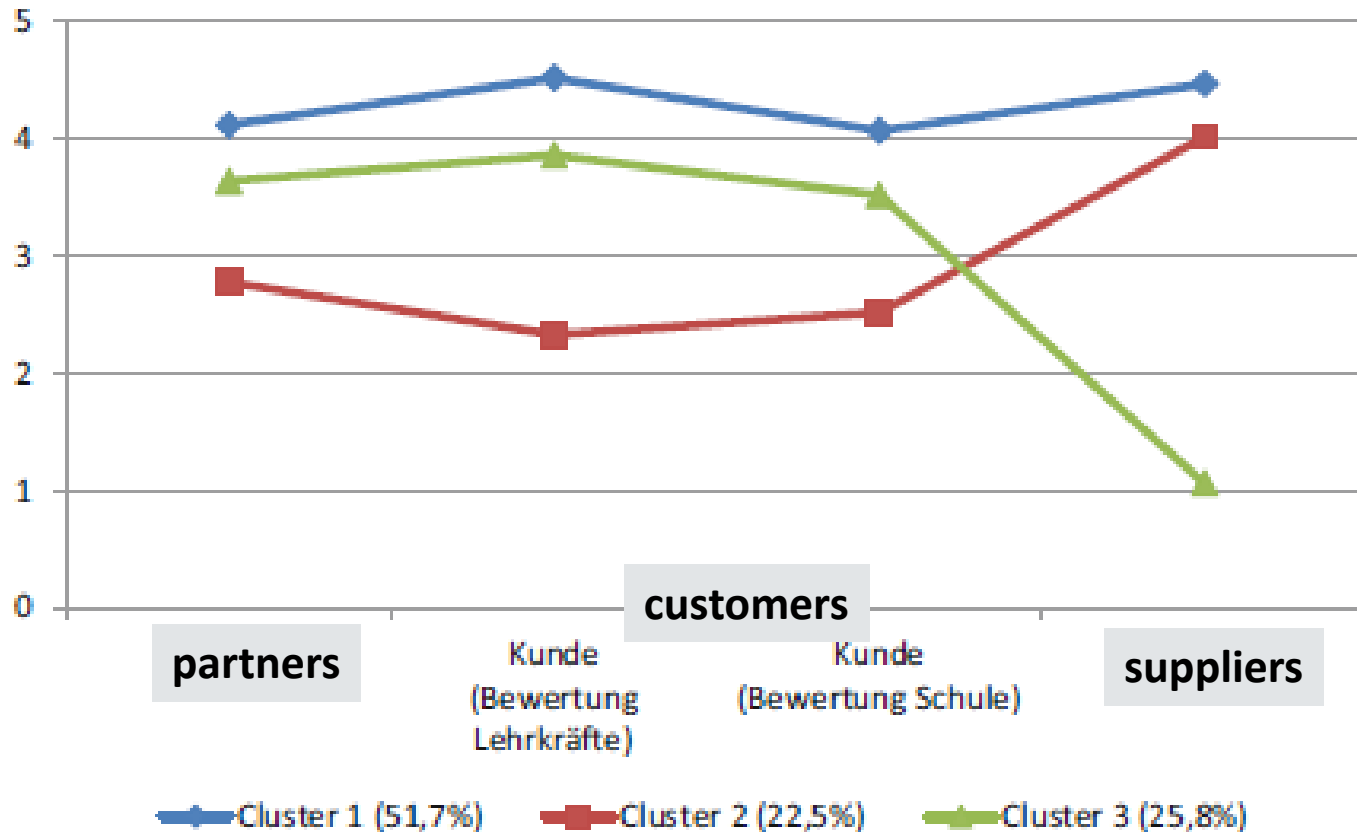
How are parents addressed looking at the governmental regulations and the practice of schools?

hard-to-reach  
parents



Largely ignored: parents as **suppliers** by monitoring and coaching their kids

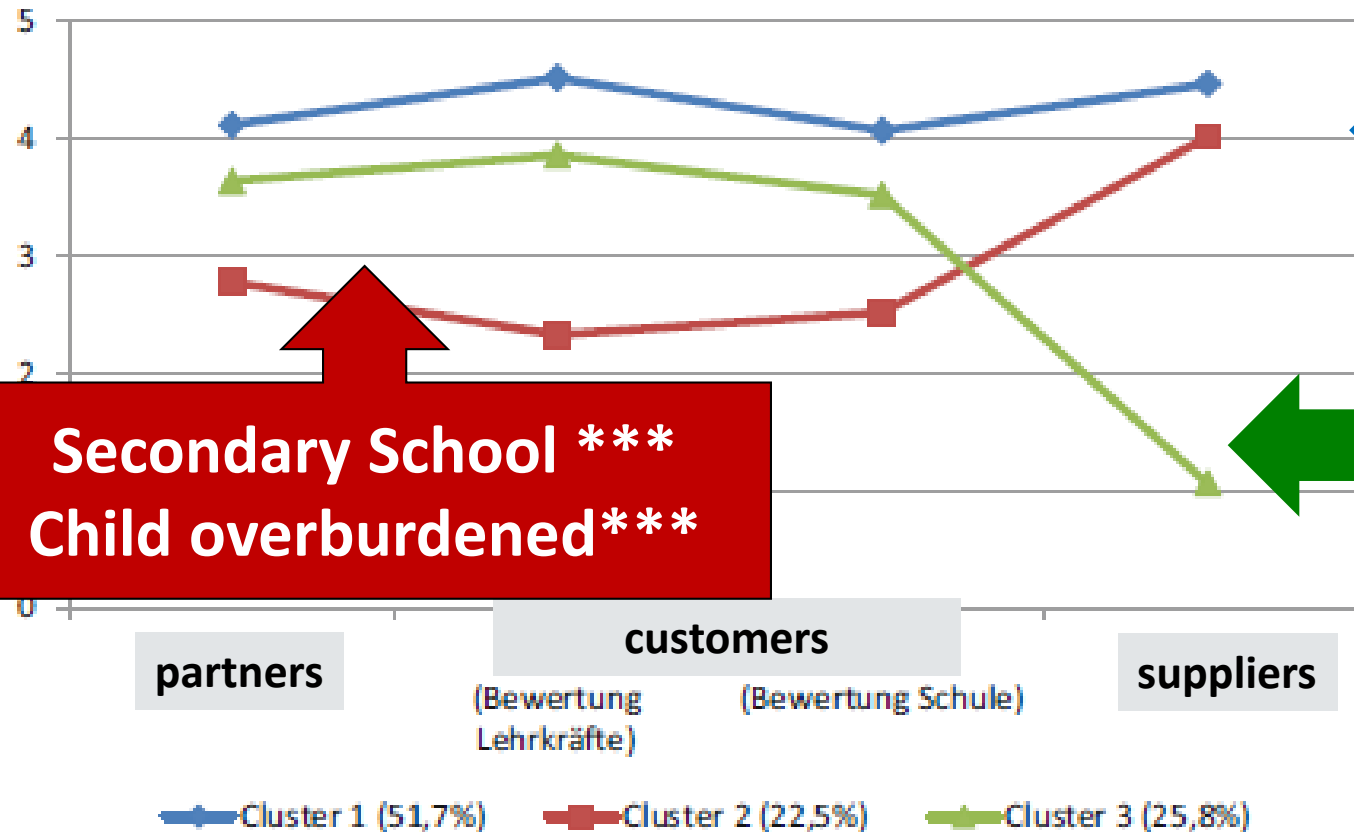
# What about the situation of parents before the Covid-19 pandemic?



Killus & Paseka 2017

Abb. 1 Skalen nach Cluster (Mittelwerte)

# What about the situation of parents before the Covid-19 pandemic?



**Child > Primary School\*\*\***  
**Balanced challenges\*\*\***

**Secondary School \*\*\***  
**Child overburdened\*\*\***

**Child > Gymnasium\*\*\***  
**Not enough challenged\*\*\***

Killus & Paseka 2017

Abb. 1 Skalen nach Cluster (Mittelwerte)

## What about the situation of parents during the Covid-19 pandemic?

- Role of parents as *supporters* increased.
- Parents felt *well informed* but *not supported*.
- *Teachers* assess their efforts more positive than parents.
- *Three groups of parents* (Porsch & Porsch 2022): burdened parents (63%), relaxed parents (13%) and enthusiastic parents (24%).
- Parents had to find new solutions to arrange family work and paid work: *mothers* were more stressed than *fathers*, however part of fathers increased.

# Conclusions about home-school cooperation Ambivalences & areas of tension

## General situation of an education system

**centralism**



**decentralism**

## Responsibility for education

**de-familialism**



**familialism**

## Roles of mothers and fathers

**re-traditionalism**



**new arrangements**

## Challenges for home-school cooperation

OR

What can we learn from existing projects?

# Conclusions about home-school cooperation

Parental involvement and engagement in schools

> Who is made responsible?

**PARENT's responsibility versus SCHOOL's responsibility**

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Parental involvement and engagement in schools

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Experience Reading  
in Families (Bonanati 2021)



# Conclusions about home-school cooperation

Parental involvement and engagement in schools

> Who is made responsible?

**PARENT's responsibility versus SCHOOL's responsibility**



Experience Reading  
in Families (Bonanati 2021)



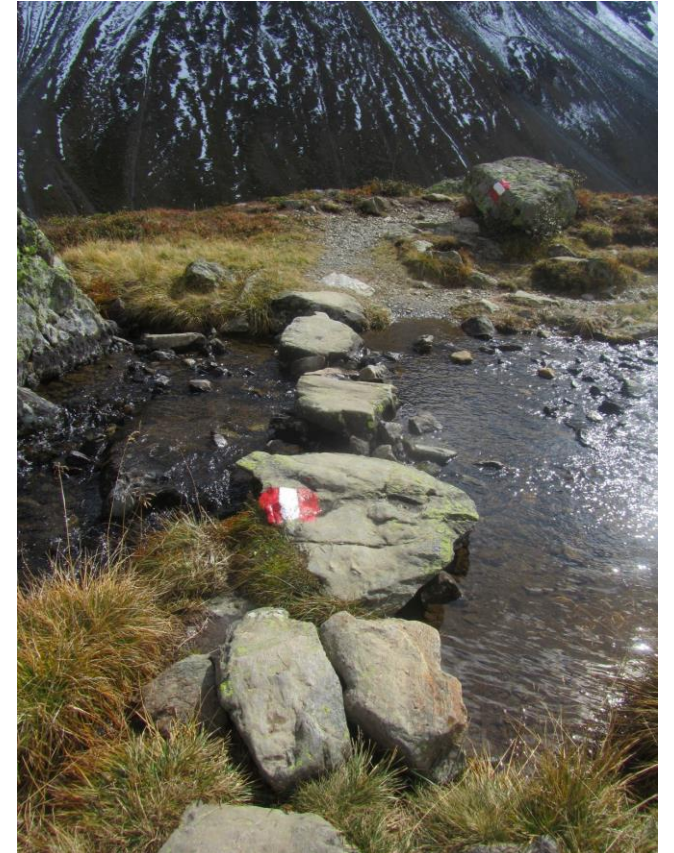
BiFoKi

Bielefeld Training on Cooperation in  
Inclusive Schools (Wild 2021)

There is still a lot to do for reaching the aim to establish a ‚shared responsibility‘ between parents and schools.

**THANK YOU FOR LISTENING!**

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## For further reading

Paseka, Angelika & Byrne, Delma (2020): *Parental Involvement Across European Education Systems: Critical Perspectives*. London: Routledge.

- Paseka, Angelika & Killus, Dagmar (2020): Parental Involvement in Germany. In: Paseka, Angelika & Byrne, Delma (eds.): *Parental Involvement Across European Education Systems: Critical Perspectives*. London: Routledge, 21-35.

Paseka, Angelika & Killus, Dagmar (2022): Home-School Partnership in Germany: Expectations, Experiences and Current Challenges. *Encyclopeideia*, 26(63), 46-56.

<https://doi.org/10.6092/issn.1825-8670/14552>

Killus, Dagmar & Paseka, Angelika (2020): *Zusammenarbeit zwischen Eltern und Schule. Eine kritische Einführung in Theorie und Praxis*. Weinheim: Beltz Verlag.

## **Analyses about the temporary distance learning in schools during the pandemic:**

Helm, C., Huber, S.H. & Loisinger, T. (2021). Was wissen wir über schulische Lehr-Lern-Prozesse im Distanzunterricht während der Corona-Pandemie? Evidenz aus Deutschland, Österreich und der Schweiz [Meta-Review on Findings about Teaching and Learning in Distance Education during the Corona Pandemic – Evidence from Germany, Austria and Switzerland]. *Zeitschrift für Erziehungswissenschaft*, 24, 237–311. <https://doi.org/10.1007/s11618-021-01000-z>.

Porsch, R. & Porsch, T. (2022). Emotionales Erleben von Eltern im temporären Fernunterricht: eine Mixed-Methods-Auswertung [Emotional Experiences of Parents during the Temporary Distance Learning: A Mixed-Method-Analyses]. In S.G. Huber, et al. (eds.), *Covid-19 und Bildung. Studien und Perspektiven*. Münster: Waxmann.

## **Evaluations of the two programmes:**

Bonanati, S., Gruchel, N., Kurock, R. & Buhl, H.B. (2021). Teilhabe von Eltern an schulischem Lernen mit Family-Literacy-Programmen [Parent Involvement with Family Literacy programs]. *Die Deutsche Schule*, 113(3), 282-301. <https://doi.org/10.31244/dds.2021.03.04>

Wild, E. (2021). Eltern als Erziehungs- und Bildungspartner von Schule? [Parents as Education and Training Partners of School] In Sachverständigenkommission des Neunten Familienberichts (ed.), *Elternsein in Deutschland* (pp. 435-535). München: Deutsches Jugendinstitut.