

# Policy Recommendations Report: Towards a Differentiated, Holistic and Systemic Approach to Parental Involvement in Europe for Early School Leaving Prevention

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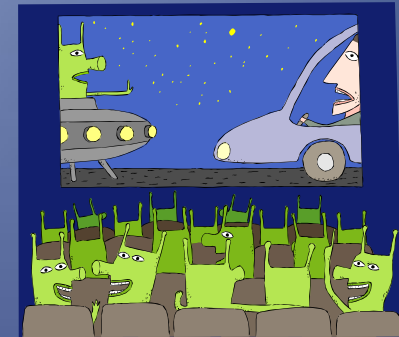
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# Audience for report:

- Urbact
- Commission DG Education and Culture
- 10 participating municipalities
- All EU municipalities
- EU national governments
- Schools
- International and national researchers



# Scope:

- To go beyond agenda for Local Action Plans for a more medium term agenda for reform
- Any comments on my two presentations in Gijon on emerging issues are very welcome
- Need to go beyond pilot projects to mainstreamed systemic initiatives as structural features of the system

# Timeline:

- Deadline for report: End of September 2014
- First draft for comments: Monday September 15 2014
- Please comment by Tuesday September 22 2014



# Summary of key priority issues:

- Evidence basis for this ?
- Convincing rationale for this ?
- A problem-solution approach: Can you provide an agreed list of potential obstacles to parental involvement in schools ?



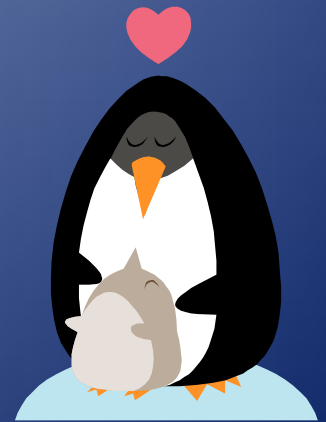
A focus on process: Power of municipalities to bring system development

### A chance for change

Your learning/advice as to how to bring system change to schools through municipalities role

How can this report potentially help your municipality to influence schools regarding parental involvement ?

How can the municipality role be expanded to help develop and implement a parental involvement agenda ?



# Questions to ask yourselves: A role for dedicated professionals with the stakeholders:

- Are there specific key workers in a significant numbers of schools in your municipality with a concrete role to engage with parents ? Yes/No
- If yes, are these key workers part of teams of professionals from other disciplines ? Yes/No
- Are family support workers employed by your municipality or others in your municipality to work with schools ? Yes/No

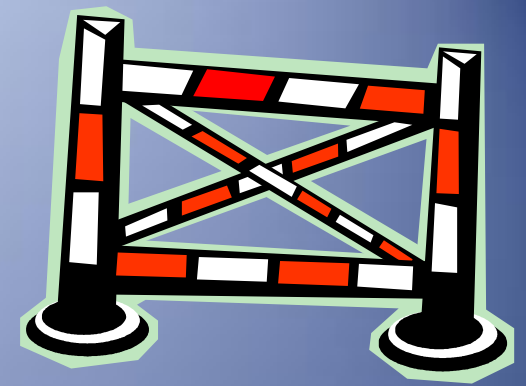


- Are there specific key workers or others in school or at municipality level currently taking a specific role concerning parental involvement in *improving school attendance* for students with poor school attendance levels ? Yes/No If yes, please give details



- Are there specific key workers or others in school or at municipality level currently taking a specific role concerning parental involvement in *improving school readiness/preparation (i.e., homework, food, sleep)* for students with poor school attendance levels ? Yes/No If yes, please give details

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- Opening schools:



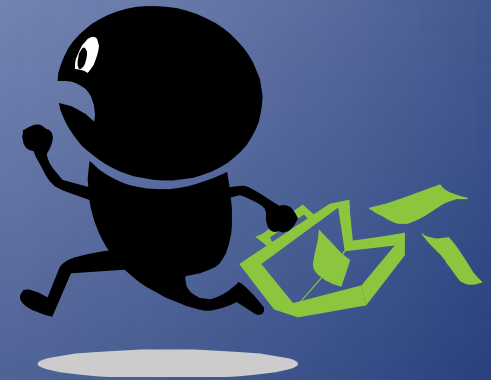
- What obstacles and opportunities exist for opening school buildings for lifelong learning classes for parents after school hours ?

- Are there committees established across cooperating schools in your municipality for early school leaving prevention ? Yes/No. If yes, please give details about who is represented on these committees

## Questions for after:

More details on outreach approaches currently existing according to structural indicators responses

More details on alternatives to suspension approaches, specifically with a parental involvement dimension



More details on empirical evidence where you can show that an intervention for parental involvement is related to improvement in school attendance or in school retention rates

<b>THE STRUCTURAL INDICATORS BEING FOCUSED UPON FOR COMPARATIVE PURPOSES IN THE POLICY REPORT – NO INDIVIDUAL MUNICIPALITY WILL BE IDENTIFIED IN THE YES/NO RESPONSES</b>	<b>YES</b>	<b>NO</b>
<b>Alternatives to suspension</b>	<b>2</b>	<b>7</b>
<b>Clear representations of cultural identity of specific groups in shared physical spaces such as schools ( and communities, such as through festivals)</b>	<b>4</b>	<b>5</b>

	YES	NO
<b>Clear outreach strategy to reach marginalized groups</b>	6.5	2.5
<b>Strategy to develop community leaders from marginalized groups</b>	3	6

	YES	NO
<b>Clear feedback from parents</b>	6	3
<b>Clear feedback from students</b>	5.5	3.5

	YES	NO
<b>Clear focus on level of prevention – universal, selected and/or indicated</b>	<b>6</b>	<b>3</b>