**Title: Parental involvement. Commonalities and differences across Europe.**

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In many European countries legislation has given parents an increased role especially in school choice and influencing school life. In the past, demands for greater parental participation were guided by the call for greater democratization in schools. Currently, the pedagogical perspective is emphasized, i.e. not “separate responsibility” but “shared responsibility” for learning. As a result, parents are increasingly expected to be active partners at school-level as well as more generally in their children’s educational and learning processes. Whereas parental involvement policies tend to have a ‘one size fits all’ approach, schools need to be aware that different groups of parents have varied expectations about parental involvement, and may experience structural constraints.

In this book the discussion about parental involvement will be embedded within four different discourses: (1) discourse about parental involvement and student assessment, (2) neoliberal discourse about competent and ‘good’ parents and the competition between schools to reach such parents, (3) discourse about democratization and active citizenship about getting parents involved in school activities and (4) heterogeneity discourse about affluent and well-educated parents who have the resources to support their children in a way that the school expects from them on the one hand, and parents from lower socio-economic and migrant backgrounds who may have limited resources. These ‘hard to reach’-parents are often viewed as deficient by teachers and schools, and many programs/interventions are carried out to get them more involved.

These four discourses existing in all European countries make evident that there are several tensions and challenges for parental involvement. On the one hand it seems quite necessary to get parents more involved so that all children are supported in their learning, on the other hand such an involvement can be seen more critically as way to discipline parents or as a rhetoric to conceal existing economic and structural differences in society.

The volume seeks to provide critical insights into parental involvement across a range of European countries to identify the challenges in this field. For each European country three aspects will be emphasized: (a) the national background of parental involvement (legislation, rights and duties of parents, national policy about parental involvement), (b) existing research on parental involvement and (c) analysis and findings from research projects of the authors which covers the topic, eg focus on how parents are addressed, on social and ethnic differences, view on teachers on parents and parents on teachers and school.

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| **Timeline** Invitation to authors | October 2016 |
| Deadline for agreement | 1. November 2016 |
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| Working on Papers | February-August 2017 |
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