

D1.2 Needs Analysis Report

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Versions of the Document

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2	05/09/2014	Eleni Chelioti	Improvements on language based on Alan Bruce's comments- Removal of the reports from the Bulgarian surveys with teachers and school principals, as suggested by Alan Bruce- the reports are made available as appendices on the E-STEP website. Final submission of the deliverable.

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1 Introduction

This deliverable, which has been authored within the framework of WP1 “User needs analysis”, presents the results of a series of needs collection practices that set out to capture teachers’, parents’ and school principals’ experiences, views and needs for creating effective partnerships between pupils’ families and schools. The objective is to further illuminate the work done in T1.1 and presented in the respective deliverable D1.1 on the identification of good practices and scenarios of collaboration between schools and parents, based on the literature review in the E-STEP participating countries, so as to provide further empirical input to the development of the training framework for teachers by WP2. The deliverable presents first the results of the needs elicitation workshops that were organized in all five of the participating countries (Austria, Bulgaria, Greece, Ireland and the UK) with parents, teachers and school leaders. The organization and reporting on the workshops correspond to T1.2 of the project while the analysis of teachers’ needs based on the workshops reports, presented here, corresponds to T1.4, and identifies teacher profiles that reflect attributes such as:

- different levels of teachers’ previous familiarity,
- current skills in collaborating/ communicating with parents,
- current perceptions and attitudes about parental engagement,
- ICT skills, and
- familiarity with social networking tools and attitudes towards their use.

The objective is to provide input for designing a training framework that responds to different levels of teachers’ needs, skills and previous experience from collaborating with parents and from working with social interaction web-tools. Parents’ views regarding the obstacles, needs and opportunities for their engagement in schooling are also discussed, along with any identified particularities observed in partner countries.

In addition to these needs’ collection workshops specified in the original project description of E-STEP, this deliverable presents the results of a survey for parents that was initiated by BCU and filled-in online by 148 parents from the participating countries. Also, two other surveys were initiated by the Bulgarian partner, BG NRN, and were completed by 483 Bulgarian principals and 619 teachers. The scope of these surveys is not identical to the objectives of this deliverable, but some findings from these reports that were considered insightful for the data that E-STEP collected, are also being referenced in the final section. The full reports from the Bulgarian surveys are available online on the E-STEP website <http://hermes.westgate.gr/estep/> under the title [Schools’ readiness to use ICT to collaborate with parents: Reports on teachers’ and school leaders’ surveys in Bulgaria](#)

Based on all these data, the deliverable provides set of conclusions and recommendations in the final section for development of the training framework regarding the key areas: content, teachers’ skills and attitudes that should be targeted, as well as technical facilities to be offered for development and implementation of teachers’ and parents’ interaction.

2 Workshops' reports analysis

The needs collection workshops were organized based on instructions given in the internal deliverable of WP1 'Design of school sessions for teachers' training needs identification', in the period from May 6th to June 30th, 2014. In summary, these guidelines described:

- The number of workshops that were to be organized in each country (2), based on the description of work.
- The identity of the participants, who would be both teaching staff (at least 3 members) and parents from identified pilot schools, without excluding the participation of staff or parents from other interested schools.
- The location of the workshops, preferably in school premises.
- The structure, duration and content of the workshops, the main part of which should be two parallel focus groups separate for teachers and parents intended to provide more opportunities for free expression of views.
- The key-points to be discussed in each focus group.
- The template partners were asked to use in order to report on the focus groups findings.

Table 1 presents an overview of the workshops, the locations and the numbers of participating parents and school staff per country. Since this is a public report that presents views on often sensitive issues related to schools' – families' relations, the names of the schools are not presented here, in order to protect participants' anonymity.

Country	Partner	Date	Location	Parents	School staff
UK	BCU	6th May	Primary School, Birmingham	4	0
Ireland	ULS	27 May 2014	Tallaght, Dublin	10	9
Ireland	ULS	28 May 2014	Stillorgan, Dublin	10	9
Austria	BM:BF	'27/05/2014	Hall in Tyrol	5	4
Greece	CTI	'30/05/2014	Patras- CTI premises	6	5
UK	BCU	9th May 2014	Stourbridge, West Midlands	3	5

UK	BCU	Tuesday 3rd June	Special School, Birmingham	7	5
Greece	EA	'16/6/2014	Athens, Markopoulo	12	10
Bulgaria	BG BRN	June, 10th	Secondary School, Sofia	8	25
Bulgaria	BG BRN	June, 11th	Vocational School, Sofia"	4	11
Austria	BN:BF	'17/06/2014	Vienna	9	13
Ireland	ULS	'30.06.2014	Dublin	0	8
TOTAL	12			78	104

Table 1: Overview of workshops conducted per country

The workshops were organized in all 5 E-STEP participating countries. In fact, although the original description of work stipulated that 2 workshops should be organized in each country, additional workshops, organized in the UK and in Ireland, resulted in a total number of 12 workshops, with 78 participating parents and 104 school staff, including school principals, teachers and ICT learning support facilitators.

All partners submitted their reports on the focus group discussions, covering the following points:

- Which **forms of collaboration/ parental engagement** had the workshop participants experienced?
- **How open were the participating parents** to collaborating/ engaging in schooling?
- **How open were the participating teachers** to collaborating/ engaging the parents in schooling?
- Which **different types or profiles of school staff** did you identify in the workshop in terms of **previous familiarity** with parental engagement?
- Which **different types or profiles of school staff** did you identify in the workshop in terms of **current skills in communicating/ collaborating** with parents?
- Which **different types or profiles of school staff** did you identify in the workshop in terms of **ICT skills**?
- Which **skills** were identified in the workshop as **important for school staff** in order to enable successful partnerships with parents?

- Which **conditions** were identified in the workshop as positive for using digital technologies and social networking tools for schools' and parents' collaboration?
- What **technical facilities** should these digital tools provide in order to foster successful partnerships with parents?

The following section consolidates the findings for each of these issues, as reported by the partners. It should be stressed that when referring to the country where each finding, observation or comment was reported, the reference emerges from a specific school setting or case of parental engagement in the specific workshop, and does not necessarily reflect a general practice in partner countries.

2.1 Forms of teachers' – parents' collaboration/ parental engagement previously experienced and tools

In 11 out of 12 workshops, teachers stated that they were highly experienced and familiar with some form of collaboration with parents. There was only one school in Greece where cooperation with parents was reported to be minimal. In most of those this involved communication on academic progress, while there were some cases of more active involvement on the part of parents. Communication took place through ICT tools, as well as in face- to- face meetings.

Focus Group participants were asked to discuss their views on the types of tools they had experienced, as well as on the role and importance of face-to-face meetings with parents. The ICT tools mentioned could be categorized in two groups: the first includes one-way ICT tools, addressed from the schools to the parents; the second seems to be more interactive, enabling parents not only to receive information on the child's academic performance or other school events/news of the, but to also make their own contribution to the communication. For each one of these categories, the following tools were reported:

- a) One-way communication tools from schools to parents:
 - Regular text messages to notify parents on news, e.g. school closure dates etc. (UK, Ireland), to inform the parents if the child is absent or there is need to meet the parents at school on academic or other matters (Austria)
 - Regular updates and use of the school website by the parents (UK, Ireland)
 - Sections on the school website that inform parents and students on tertiary education/ career guidance, scholarships opportunities and other further education issues (Austria, UK)
 - Newsletters to parents and students (UK, Ireland)
 - Regular e-mails to parents (UK, Ireland)
 - Presentations in face-to-face meetings with parents, delivered by teachers (Bulgaria).
 - Dedicated parents' portal administrated by the school (UK)
- b) More interactive communication between schools and parents:
 - Online forms for parents, available on school website, to elicit parents' feedback and progress of students' work from parental responses (Ireland, Austria).

- Social media, especially Twitter and Facebook in some contexts in the participating schools from the UK and Ireland
- A diary that is used for two-way communication between home and school (UK). One parent stated that 'any problems with academic development have always been relayed back'. - Also a similar electronic tool, e-diary, was reported in Bulgaria.
- There is an emailing system and an appointment system for parents; a welcome letter at the start of the year is sent out both electronically and through the post; a portal that updates individual students and parents 3 times a year on their children's progress but it is not interactive, that is it is not like a forum because this could become a Facebook situation and could potentially harm the school's reputation. Turning up at the welcoming at the start plays significant role. The school relies on parents' participation especially at the start (UK).
- The school provides parents with contact details and their child's personal tutor. There is a welcome induction and one evening at the start of the term the school invites parents to share info and structural procedures. There are consultation evenings for each year group once a year. Also an Individual Electronic Learning Plan: an attainment grade and an effort grade which forms a dialogue with the student and parent (progress check). This is updated every term (UK).

Apart from the use of ICT tools for distance communication with parents, several forms of face-to-face interaction with parents were reported by workshop participants:

- Regular organization of workshops with parents in the school (2-3 times a week in a school in the UK) for parents to join their child in class.
- Regular meetings arranged by the school principal especially for parents of students who have been identified to have specific learning needs or for general academic progress monitoring purposes (in all of the participating schools in Ireland)/ Consultancy hours between teachers and parents (Austria).
- Organisation of open days/ events to meet new parents and recruit them to the Parents' Association (UK)
- Open-door policy to parents to visit when they need to after making an appointment (UK).

Some relatively more active forms of parents' physical involvement, as reported in the workshops, included:

- The school cooperates with the parents to organise «fun-days» for the pupils (UK and Greece).
- Having a dedicated Parents Room to facilitate regular meetings and contact, which is an initiative highly valued (Ireland).
- Having an appointed Home-school liaison officer employed to facilitate parental engagement (Ireland).

- Provision of monetary support from the parents for purchase of infrastructure and maintenance of the school building (Greece).
- Parents' collaboration on occasional activities, such as designing educational games that were then used in the classroom through the use of interactive whiteboards, or organising a guided tour of the students to monuments and museums that was facilitated by a small number of parents (Greece).

Overall, despite the general use of ICT it seems that the importance of face-to-face contact was valued by both parents and teachers and there was a mutual stated need for to increase in the frequency of such meetings on a regular basis, including one-to-one sessions in schools where this did not yet happen. There was a general reservation from both sides about the potential of digital tools, to substitute face-to-face contact.

2.2 Parents' and teachers' openness to collaborating/engaging in schooling

Although the main objective of E-STEP is to create a training framework targeted for teachers on how to effectively engage parents, the E-STEP approach for needs collection also engaged parents in order to include their perspectives. It should be noted, that parents who took the time to participate in the needs' collection workshops were already highly interested and motivated to engage in school life, since no other motivation was provided (monetary or other) whatsoever. This was explicitly mentioned in the UK reports, identifying that the majority of participating parents were recruited by the school to join the group and only four parents participated serendipitously through direct contact with a member of the research team in the school playground. It could be argued therefore that the majority of parent participants in the UK were those who felt they had something to contribute to a discussion of parental engagement and who were also confident about and able to find time to spend talking to the research team.

In the rest of the countries this assumption was partially applied in practice since in 8 out of the 12 workshops the parents were reported as very open to get engaged, but there were differences not only among countries, but also among different school settings within the same country. Also, even in cases where parents' interest was stated to be high, this was often contradicted in practice. This was reported to be directly related to external issues around social deprivation and also availability of or access to advanced ICT systems (especially in the participating schools from Ireland, Greece and Bulgaria). Some parents were highly involved in all aspects of school life; others only in those academic subject-specific areas where their children were involved. Parents' openness seems also to be a two-way process that derives not only from their own interest and wish but is also fostered by school culture and policy. Parents were reported to be more open to get involved in schools that had already established systematic practices, such as regular meetings with specific agendas and communication practices (e.g. pupils' diary in a school in the UK). In the Irish workshops it

was also observed that parental involvement or engagement is associated with parents' expectations of the school and their own child in terms of achievement in academic subjects. As it was also expected, members of schools' parents Boards/ Associations were reported to be more open and motivated to get engaged (explicitly reported in one of the two focus-groups in Greece). The smallest degree of parental openness was reported in the Austrian workshops, identifying only 40 per cent of parents willing to get engaged. Another interesting observation made in the workshops conducted in 4 of the 5 participating countries is that perceived need for parental engagement reduces in Secondary Education. It was argued that since at this level students are expected to have progressed as independent learners, the need for parental involvement is considered by both parents and teachers to be reduced. Here again this argument should be examined in relation to what parental engagement includes and whether it is confined to pupils' learning and academic performance or to the school as a community. Another relevant interesting observation reported in the UK workshops, stressed that no matter how open teachers or parents are, they have to consider the young person first and whether he/she wishes to involve the parents and the nature of their involvement.

Teachers' focus groups in general terms displayed a stated positive attitude towards parents' involvement/ engagement. This was clearly evident in the workshops conducted in the UK, Austria and Bulgaria where there was stated consensus among teachers on the importance of parental engagement. The Austrian participants of the specific workshops even stated that they would like parents to get more involved than they already are, and that they would welcome their feedback. It was noted however by the same group of teachers that there is an essential relationship between parents' involvement and pupils' performance: even though frequent communication with the school does not necessarily relate to better performance, it does relate (in this specific context at least) to teachers' perceptions of constructive teacher-parent interactions. In other cases there were explicit reservations associated with: a) Financial issues/ economic crisis/ work overload that prevent teachers from being willing to exceed their official (and paid for) roles (Greece, Ireland). In one of the two Irish workshops, teachers explicitly noted significant variations in parental engagement and involvement, related to social class and educational attainment level of parents. A noted factor was the high proportion of families coming from migrant backgrounds and a new level of multilingualism which could affect communication, at least initially. Language issues were also mentioned as barriers that teachers face in practice when dealing with non-native speaking parents (e.g. from migrant backgrounds) as it was reported in the Greek and the British workshops, and intensive support was found to be important for teachers. b) Power balance and teachers'-parents' roles, i.e. parental engagement was perceived as intervention to teachers' practices or each side tends to blame the other for being unable or unwilling to collaborate and communicate effectively. This was explicitly stated in both of the Greek workshops, in the first one of which teachers said «Undoubtedly we are more willing to engage the parents when the parents are willing to do so». Clearly negative attitudes were expressed by the majority of teachers at the second workshop in Greece, surprisingly in contrast to the parents, who were

very active and willing to get involved. For these teachers the term “engagement” seemed to be perceived as synonymous to “intervention” and the teachers had difficulty in understanding and placing the term “collaboration with parents” within their school contexts. Once again, the socioeconomic context of the school, as well as parents’ backgrounds- either as they ‘objectively’ are or as they are perceived by the teachers- seem to play an important role. For the Greek participating schools, it was clearly reported that there are generally more positive attitudes and greater openness, at least on the part of teachers, in more prestigious schools (private or the so called “experimental”, i.e. outstanding schools) than in public schools in socially deprived areas. In the same workshop it was also reported that teachers who have experience in working on innovative projects, European or other, seem to be more open and experienced in involving the parents in school practices. It was also reported that teachers cooperate very well with parents in most cases where there is a perceived need (Ireland). It was also reported that the school principal or a selected/ voluntary group of teachers can hold an important role in encouraging a welcoming culture for parents, as well as the appointment of a liaison officer who deals exclusively with the administrative and organizational issues of any form of communication or engagement of parents.

2.3 Teachers’ current skills for collaborating/ communicating with parents

Teachers’ current skills to communicate and eventually collaborate with parents seem to be associated with the practices that they are mostly familiar with and the established patterns of communication with parents. Teachers were reported to be adept at communicating, particularly in relation to student progress or specific learning challenges, especially when mechanisms for reporting and feedback are well-developed centrally, like in Ireland, in combination with the support of the home-school liaison service that is available in schools. Factors that are relevant with the efficiency of teachers’ skills are school size, i.e. accessing, communicating and communicating effectively with big numbers of parents and resources, associated both with infrastructure – both physical for face-to-face meetings and electronic for online communication- as well as in terms of relevant materials for parents and teachers. In the UK, as many students are transported to school and the main point of contact is with tutor group staff via the home/school diary – a more readily available direct communication channel would be most welcome. Class teachers and/or key workers will always get back to parents with concerns. Teachers and key workers co-operate effectively: ‘We work together with parents. It’s not them and us”. Key workers (TAs) are in place for each child and form tutors, faculty leaders, and school Head work very well to liaise with parents.

In cases where there is no uniform strategy for engaging parents, it was not particularly clear whether teachers had developed specific skills. Apparently teachers seem to employ various methods of communication and thus skills depending on available the means and resources. For example in Greece, where occasional face-to-face meetings are the most frequent means

of communication, there is limited familiarization with digital communication skills with parents through digital means, which is again limited to phone calls and e-mails. Even in terms of physical communication, the Board of Parents functioned in the participating schools as the main hub of communication, in a non-systematic way, and conflicts were reported to have occurred in cases of communication gaps and inability to access parents of so called 'difficult' students. This resulted in a general resignation on the part of these school teachers, who had given up on the idea that they could approach parents by developing their own communication skills.

It was also observed that the concept of "communicating skills" was not uniformly understood by all workshop participants: Teachers who were reported as advanced users of ICT/ social networking tools focused mainly on the technical part of communicating with parents through these tools, i.e. on the usability of these tools, and to a lesser extent on the content, objectives and context of the communication or collaboration with the parents (Bulgarian workshops). On the other hand, in the UK workshops Teachers were understood to need "political" and "diplomatic" skills in order to be effective in purposeful and productive interactions with parents. This meant knowing children well, listening attentively to and acknowledging issues raised by parents and the importance of these to the parent, showing "empathy" and remaining "patient" however big or small, reasonable or unreasonable the concern. Teachers felt they also needed to be reflective about their dealing with parents and mindful of the way that they managed their time to ensure that they were able to balance work with parents with the complex and extensive range of other demands on their time. One teacher at the special school interestingly saw challenge in balancing the needs of parents "with ensuring the best outcomes for students within the framework of the law", which seemed to relate to the issue of boundaries discussed above but also hinted at the potential conflict between the demands that might be made by parents and the schools responsibility to, and understanding of, the needs of children. This suggests that in addition to the softer skills discussed above, teachers need to have a highly competent understanding of the policy and legal framework within which they work and to be able to exercise good judgement in relation to these.

In some schools teachers were working with parents in classroom-based workshops that required them to teach parents to work with their children alongside teaching the children themselves. As noted above these workshops were highly valued by parents and perceived to support strong and enhanced progression for children. However, working concurrently with adults was perceived to change classroom dynamics and create new pedagogical challenges for teachers as they worked to meet the needs of quite different groups of 'learners'. In these scenarios teachers would need to develop new strategies for facilitating and supporting adult learning in the classroom. This would also mean learning to respond to the different needs of parents, particularly their language needs where they lacked fluency in school forms of English. This represents a significant challenge for teachers who were not familiar with adult literacy and language pedagogies and how they differ from the epistemologies that inform work with children. The same need was clearly identified in the Greek workshops, especially in

the second one where social context and language barriers were articulated as communication barriers, as well as in Ireland, where issues of social deprivation and crisis were highlighted as obstacles.

Teachers in the UK workshops also reflected on the formal teacher education they had undertaken at both pre and post qualification stages and felt that very little of this addressed developing knowledge, attitudes, values and skills in relation to parental engagement. Instead they suggested that these were developed more through immersion in the school environment and thus dependent to some extent on the leadership culture and ethos of the school. It was suggested that there might be some benefit in ensuring that more attention was paid to teaching about parental engagement in the pre-qualification stage, particularly in the work-based, placement parts of the program which tended to prioritise classroom-based practice with children and then through explicit mentoring and coaching in the early stages of a newly qualified teacher's career. Discussion of these issues amongst the BCU project team prompted questions about the different conceptualisations of the child and children's learning in relation to families and communities that are promoted at different stages of a teacher's learning.

2.4 Teachers' skills and attitudes towards ICT

Advanced ICT skills and familiarity with use of social media were reported for the teachers who took part in all of the workshops in the UK, in one of the workshops in Ireland and one in Bulgaria. It was also reported that all of the staff of the participating schools were confident in ICT, reflecting possibly an overall positive ICT culture in these particular schools. With particular reference to social media, Twitter was used most commonly by these groups of teachers, as well as blogs for sharing content, while Facebook was less thought of as appropriate for educational purposes from both a child/ security point of view and the associated inability to control comments. Overall, in all of the workshops the question of integrating social media in school education was treated with scepticism by teachers.

Teachers' views in the UK workshops about the use of social media in school were distributed along a spectrum from the small number of very keen adopters at one end to those who really couldn't see the value to their particular school. In all but one school, teachers' responses to the question of how social media might be used to support parental engagement were cautious. Concerns were expressed about both safety and loss of corporate control of content. The UK material seems to suggest that there is a significant correlation between an individual's digital literacy competency and openness to experiment with social media with those who feel least confident about their skills being more likely to express skepticism or negativity about the value of harnessing social media to support PE. Parents and teachers who had already integrated the use of Facebook and Twitter into their everyday personal and social lives, seemed to be more open adopting social media tools in the school context. Only two schools were actively using or endorsing use of social media to support parental engagement. The special school in the UK used Twitter and one of the Primaries was using Facebook and Twitter. However, both teachers and parents referred to technologies more generally in this section of the discussion, sometimes making no distinction between social media and other



forms and types of technology mediated communication with parents. All schools were working hard to ensure their websites were user-friendly, attractive and up to date and parents reported that they used these regularly and found them useful. Most of the primary schools were using online home platforms such as MyMaths (<http://www.mymaths.co.uk>) and Mathletics (<http://www.mathletics.co.uk>).

Two schools were using commercial software to record, track, monitor and report on pupil progress one school was using Progresso (<http://www.progressomis.com/product-features/constant-parental-communication/>) and another School Pupil Tracker (<https://secure.schoolpupiltrackeronline.co.uk>). In both cases the school was making use of the 'parental engagement' tool and parents had 'live access' to progression, attainment and achievement data held by the school in relation to their child.

Use of social media was very limited across the group with only two schools having attempted to make 'corporate' use of social media to work with parents. The special school was using Twitter, and exploring the potential for, but not yet using, Edmodo (<https://www.edmodo.com>). The parents at this school had set up their own Facebook page although this was not endorsed by the school. One of the mainstream primary schools was using both Twitter and Facebook. The latter school was the most advanced user of social media in the group. The deputy head teacher at this school was an advanced user of social media himself and had previously led ICT development across the school.

Other concerns were raised about the increased potential for misunderstandings to arise between parents and teachers in social networking spaces that could be avoided by face-to-face or synchronous communication. This was especially felt to be the case in a community where English was not predominantly the first language of the parents and in this instance it was suggested that social media might create a "double barrier" for parents

In Ireland, although social networking is understood and familiar, significant resistance is generally met to the use of social networking in schools for a number of compelling reasons: legal, ethical, security, child-welfare and confidentiality, and thus most schools have strong policies on use of social media. These are not seen as primarily communicative tools, but rather as a potential disruption to school affairs and activities. However, there is strong awareness that for secondary pupils social media is a vital and growing resource. In the rest of the workshops there were mixed groups of teachers in terms of general ICT skills and social media use, and -probably most importantly- varying attitudes towards ICT and social media in the school. Among the workshop participants, 60% felt Social Media would be of benefit and 40% though it may be of benefit. All groups agreed that teachers and parents need to be au fait with all aspects of these technologies and security and moderation would need to be highly effective. They emphasised the need for a very good set of ground rules, that parents have access to technology in their homes and the skills to use that technology, and for up to date technology that's intuitive to use, with appropriate hardware and speedy connectivity. Once again it was noted that the need for using technology should be clear and understood by



all concerned and that the roles of each participating party (teachers- parents) in communicating/ collaborating through technology should be clearly defined. Scepticism towards use of social media in the school was also reported in the Austrian workshops, which were described by some teachers as barriers to young people's real communication.

Other concerns expressed in the UK workshops, at all but one of the schools, focused on managing abuse about the school and teachers and mediating conflict between parents: "you'd have to be really careful with that [parents interacting with each other] one of the difficulties with this community is that there are a whole bunch of feuds going on amongst families and what you wouldn't want is for school to be dragged in to that;" "you'd want it to be a positive community not a complaints board." These teachers also expressed concerns about parents getting 'left behind' if they did not have the facilities, digital literacies or language skills to participate effectively or confidently. One of the schools was an early adopter of social media and has been using both Twitter and Facebook for a number of years as pragmatic responses to particular problems (quick upload and sharing of content), although the school had had to review barriers to access at local authority level that impacted on the pattern of use and were still grappling with their response to these. The head teacher also suggested that parents were using the space to manage community behaviours in relation to school rules and regulations, particularly in relation to serious parking contraventions of parking rules which have, for safety reasons connected to the geographical location of the school campus, long been a concern for both the school and the local police for some time, "so I'll get private messages, photographs of cars parked illegally sent by a parent about another parent sent to the Facebook page."

An informal 'typology' of what should be discussed in what context has been evolving at the school and teachers remained confident that parents know the difference between what's acceptable/not acceptable to discuss in the digital space and what to keep for face-to-face discussions. The deputy head teacher felt confident that because "parents choose [name of school] and buy in to the [name of school] ethos my concern wasn't that the parents were going to tittle tattle about us using it [social media], if they've got an issue they will come in and talk to us about it, they're pretty good at coming in."

All four teachers at this school were keen to describe the benefits of their work with social media. They felt Twitter, which was used by all teachers and teaching assistants both in their own capacity and collaboratively with children in all classes throughout the school, was a quick and efficient way of making contact with parents and that enabled them to "bring the classroom in to the lives of the parents on a regular basis". They felt that this brought particular benefit to working parents unable to come into school or parents whose children did not live with them on a day-to-day basis. They also commented that many of the children at

the school had extended families living abroad and that Twitter was a good way of enabling them to engage with the work of the school and to make international links.

The need for investment in resources, both human and technological, in order to support effective social media, was strongly articulated by all the teacher participants. Teachers recognised the need for initial and ongoing training for all stake-holder within the school community in relation to both learning about new software and or tools and then the learning how to participate and interact creatively, actively and effectively within new digital spaces. This was recognised to be an issue of digital literacy development and would require differentiated responses for teachers and parents. Furthermore it was recognised that significant management and teacher time would need to be ring-fenced for development work in this area for example for monitoring, moderation and evaluation purposes and that new mobile hardware, for example wifi enabled laptops and I pads, might need to be purchased to support the success of a digital parental engagement strategy. Finally, proper account would need to be taken of the technical support aspects of such a strategy for example, firewalling, security settings and management access for different groups of users.

In both of the Greek workshops there were cases of teachers who openly stated their unwillingness to use ICT in general. Most of the staff in these workshops had average ICT skills, being mostly familiar with searching for educational material online but not with producing/ sharing content and communicating with parents. They were however interested in being introduced to educational platforms and authoring tools, such as Open Discovery Space (<http://portal.opendiscoveryspace.eu/>), although they expressed concerns about copyright and accessibility issues (private or public sharing of discussions and resources).

In the Bulgarian workshops, although the participants are described as advanced ICT users and familiar with social media, mostly in the first workshop, their views regarding the integration of these tools in school education were not clear.

2.5 Skills and attitudes for successful partnerships with parents

The *attitudes* that were reported as important for the school staff to develop in order to successfully engage the parents were in general terms common across countries and focused around:

- Openness – freedom from prejudice: Especially teachers and school leaders in the UK workshops outlined an “unwritten, unspoken” but nevertheless well understood,

commonly code of open-ness, transparency, trust, empathy and commitment in their approaches to building relationships with parents.

- Enthusiasm for working collaboratively with parents: Being aware of the possibilities and benefits of parents' engagement.
- Empathy/ Acknowledging the concerns, needs, diversity and perceptions of individual parents- Understanding, negotiating and managing boundaries and barriers thoughtfully and sensitively was seen as central to successful PE. Teachers understood that parents' feelings about their own experience of schooling could impact negatively on their relationship with school or that social, cultural or language difference might impact negatively (or positively) on parents' interactions with school or with their child's teacher. This was a particularly strong awareness of this in the primary school that served a more economically disadvantaged constituency. - Being "human" (primary head) first and a teacher second in the UK was seen as an important way of supporting and nurturing the kind of trust-based interactions that teachers thought would support children's broader well-being, thus enabling them to be successful in school. However, at the same time teachers had a clear sense of needing to manage and maintain a "professional boundary" (primary teacher) that ensured interactions with parents were specifically focused on issues to do with children's learning rather than social relationships.
- Patience
- Making the school a welcoming place for parents. It was more specifically suggested that an approachable reception area would be highly valued by parents.
- Acknowledging the needs of pupils and their wish or the limits they set in the degree and type of their parents engagement in schooling (mostly stressed in the UK workshops, referring more specifically to Secondary education).
- Confidence on the teachers' own professional skills and willingness to learn.

Most importantly, as it was emphasized mostly in the workshops in the UK and Greece, in order for these attitudes to be applied in practice, parental engagement should be set as a 'whole school' priority to which everyone working within the school community, leaders, teachers, play leaders, and, most especially, colleagues on the school reception desk (if applicable) were committed. School leaders in the UK workshops understood parental engagement to be central tenet of a whole-school ethos, attitudes and values and this was corroborated by teachers who talked about a necessary resonance between their personal everyday commitments to PE and the values and attitudes of the senior team in school.

Schools also recognized the need for tailored approaches to parental engagement that paid attention to the needs of the parents and communities served by the school. This resonated with parents' preference for tailored contact that took account of their changing individual needs. For example parents of older children talked of school supporting them to get the

balance right between discussing progress with their child and offering and “keeping their distance” so that their child had the space to develop independently.

With reference to *skills*, the ones that were mostly reported on as first priority could be characterized as highly effective communication skills, as an umbrella term. More specifically, the terms met in the workshop reports that fall in this category are: ‘interpersonal social skills’ (Austria), ‘negotiation- political skills’ (UK), ‘good listeners’ (Ireland). It seems that all of these skills are closely linked to attitudes previously defined, like empathy, patience and awareness of parents’ needs and in fact in most cases the skills that the workshop participants identified coincided with the attitudes. More specific recommendations were made by the UK participants in terms of how to communicate with the parents, ensuring that they feel their needs considered and that the child’s needs and benefits are also taken into account: a) start with good points, b) discuss improvement, c) end on a positive point. In one of the Greek schools, although both parents and teachers recognized the importance of good communication skills, most teachers felt that improving their relationships with difficult parents was beyond them, especially in cases of poorly educated or indifferent parents. There seemed thus to lack of confidence in their power to change and improve an established situation.

ICT-related skills were less frequently reported as priority (mostly in the Bulgarian workshops), while evaluative skills were mentioned in one of the Greek workshops, as important for the teacher to be able to respond to challenges regarding reporting to the parent on the child’s academic progress. Here again, this skill, as described, seems to be closely associated with how the result of the assessment is communicated to the parent.

2.6 Conditions for using digital technologies and social networking tools for schools’ and parents’ collaboration

Most of the conditions that the workshop participants considered important for schools’ and parents’ collaboration through social networking digital tools focused on technical facilities and infrastructure and security/ transparency issues. These concerned both schools and parents. Availability of resources, access to broadband and positive sense of security in using social media were unanimously mentioned as prerequisites. These were also associated with overcoming language barriers, especially for non-native language speaking parents, for whom the resources as well as any form of online communication should be facilitated, e.g. by efficient translation services. Training for teachers and also for parents in effectively and appropriately using ICT and social media was also reported as important.

The security and transparency issues addressed mainly by parents in the workshops focused on the protection of information regarding their children’s overall performance as well as

personal information that might be exchanged with the teacher. Some participants in one Greek workshop actually stated their preference for using chat tools instead of platforms to communicate with the teacher, considering chat rooms as more private and closer to face-to-face communication. They also preferred to use platforms that have been set up for educational purposes, like Open Discovery Space, instead of Facebook.

Suggestions made by workshop participants with regard to these issues included:

- Setting up an internet café in school might be useful to enable parents to 'drop in' and could provide a safe environment for understanding how to use social media to support parental engagement.
- Teachers' and pupils' online portfolios – The latter should be accessible only to the teacher, the parent and the pupil and would be used as a monitoring tool for the pupils' own benefit and academic improvement.
- Organizing training workshops for parents in the school to train them on using social media or other networking tools to collaborate with the school
- Engage pupils in this training process for parents, especially if pupils are more ICT advanced than their parents.

2.7 Platform Facilities needed from a social networking platform

The term social networking platform was not understood by all workshop participants, depending on their familiarity with the use of such tools and their wider digital literacy. This was observed more frequently in the parents' group, but also in the teachers' groups with lower digital literacy levels. Overall, the following facilities and characteristics were identified as important for a social networking platform that could host teachers' and parents' communication and collaboration:

- appropriate access & security settings;
- privacy depending on the user; ability for the parent to view pupil progress confidentially
- firewalling;
- accessible, attractive and user-friendly for parents;
- management-lite for teachers;
- integrated with a wide range of other commonly used tools to enable cross posting;
- accessible using mobile phones and apps;
- immediacy (Twitter was mentioned as a good example by parents in the UK, who were already signed up to it);



- interactive/ web2.0 facilities for both teachers and parents, i.e. diary activities updates, ability to upload/ download materials and posts, message board function, secure one-to-one communication spaces for private discussions between parent and teacher, blog facility, comments.

3 Parents' survey results

The survey for parents was used as an additional tool to supplement the findings of the workshops and was designed and administered by BCU. It was available online in English (<http://www.survey.bris.ac.uk/bcu/e-step-en>), Bulgarian (<http://www.survey.bris.ac.uk/bcu/e-step-bg>), Greek (<http://www.survey.bris.ac.uk/bcu/e-step-gr>) and German (<http://www.survey.bris.ac.uk/bcu/e-step-de>). The survey, which is presented in Appendix I, set out to investigate the following key-points:

- Areas of their children's schooling in which the respondents were currently involved.
- The degree to which parents think their involvement in schooling as important.
- Factors that enable parents' engagement.
- Barriers to parents' active engagement in their child's education.
- Forms of social media parents currently use.
- Devices they use to access social media.
- Ways in which ICT and/or social media support parents' engagement in their child's education.
- Ways in which ICT and/ or social media could support their engagement with the child's school education.

The survey was responded to by 148 parents, 94 from the UK and Ireland, 7 from Bulgaria, 28 from Greece, and 19 from Austria. It should be noted that in Bulgaria a separate survey was administered to parents by BG NRN, adapted to the national context, the results of which will be presented in a following section of this document.

As Fig.1 presents, the majority of the respondents (71) were parents of children aged 5 to 10, while the numbers of parents of older age groups are pretty smaller. This could be an indication that corresponds to the workshops finding that parental interest in getting engaged in schooling tends to decrease in Secondary education, assuming that the parents who completed the survey were somehow interested in this matter. However the smallest representation was found in the age group 0 to 4.

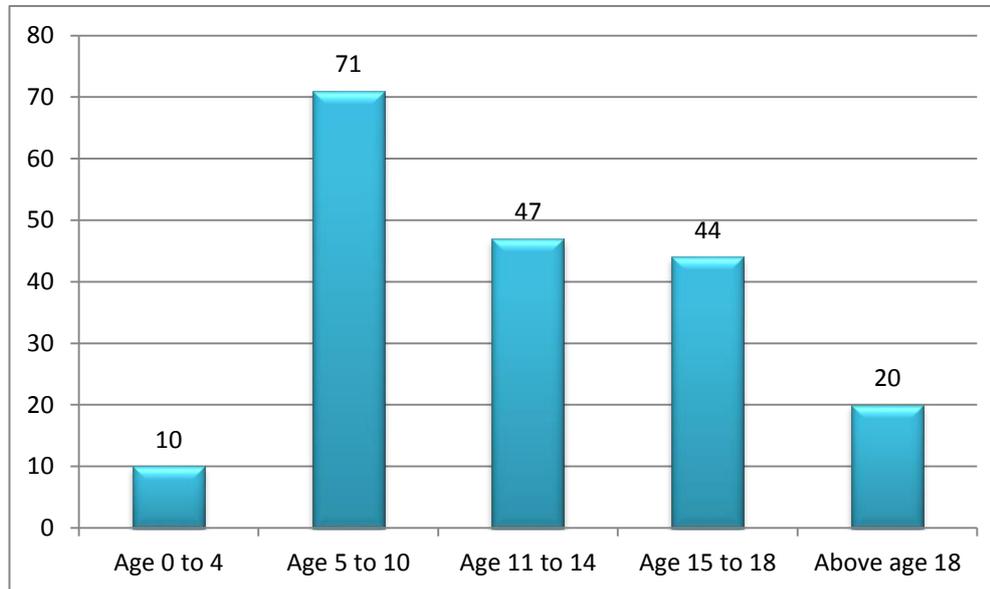


Figure 1. Age ranges of respondents' child or children (multiple responses)

The vast majority of respondents are parents of children who attend state funded schools or colleges, outnumbering those who represent the private sector. This could be regarded as an indication that the respondents represent an average type of school, although we would be able to make this assertion if we were able to have more specific information on the school profiles. As for type of education, there is a small number of parents whose children attend special needs schools (13) while the numbers from more specialised types of schools (Academic/ scholastic and Vocational) are even smaller (Fig.2). Other types of education filled-in by 4 respondents, included 3 parents of University students and 1 parent of a model/experimental Secondary school.

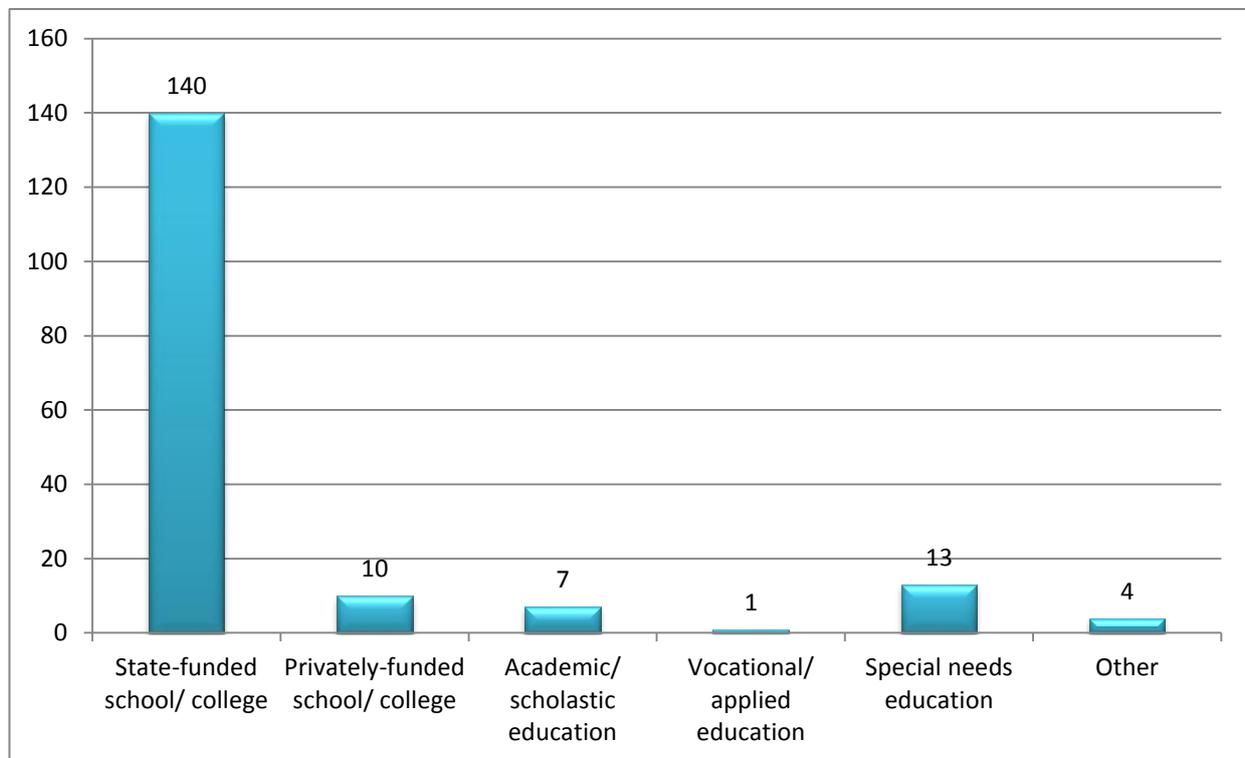


Figure 2. Type of school/ college respondent's child or children attend(s) and the education they receive (multiple responses)

In terms of the types of parents' current involvement, the most popular one was found to be the one that involves the least amount of action/ active participation on the part of parents, i.e. 'receiving information about the child's schooling' (127 positive responses), followed by 'discussing the child's schooling with teachers' (113), which does involve some form of interaction with the school. Ninety-three respondents also stated that they help their children with learning and homework activities. Positive responses on types of more active involvement in school management and decision-making were significantly less. Participating actively in learning practices that take place in the classroom, e.g. helping in the classroom or other learning/ teaching activities (Fig.3) was even less positive.

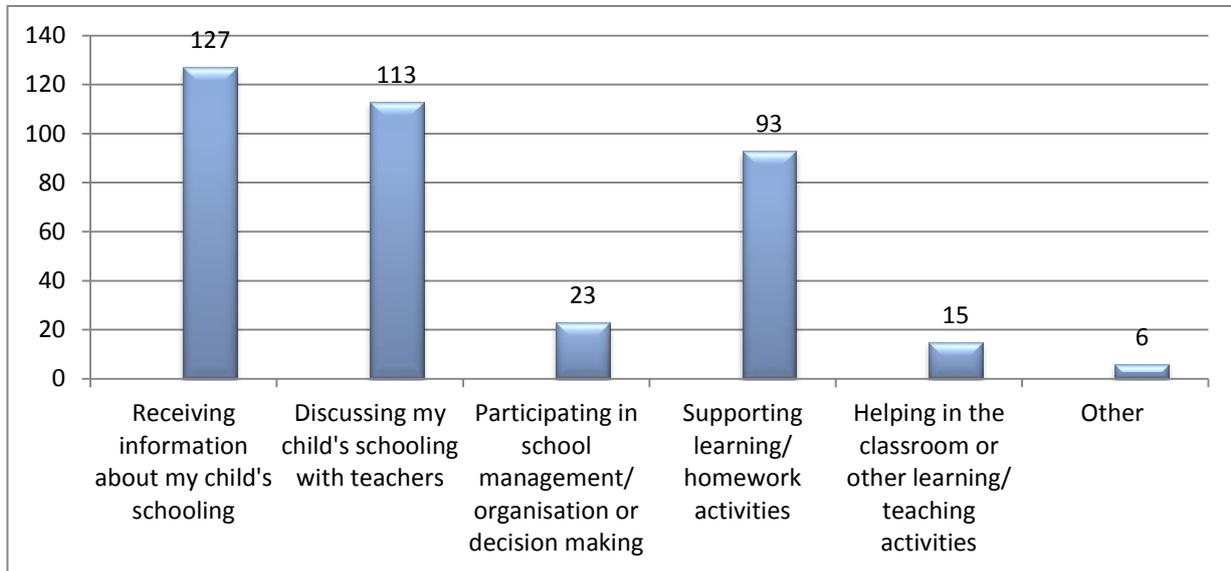


Figure 3. Areas of respondents' child schooling they are currently involved (multiple responses)

The responses to the question on parents' attitudes to parental engagement and the degree to which they consider it important are not particularly in line with the results from the previous item that asked them to describe their current form of involvement in schooling. Ninety five respondents (64.2%) consider substantial parental involvement very important and 48 (32.4%) quite important (Fig. 4). None stated that parental engagement is not important to them. This finding, in combination with the moderate degree of actual participation described in the previous finding, could support the workshop finding that parents' theoretical or stated views on the importance of active involvement are not necessarily applied in practice or that there is even a gap between their wish to be involved and the actual degree of engagement. The "Other" types of involvement included mainly participation in the Parents' Board and helping in the organisation of school festivals or trips.

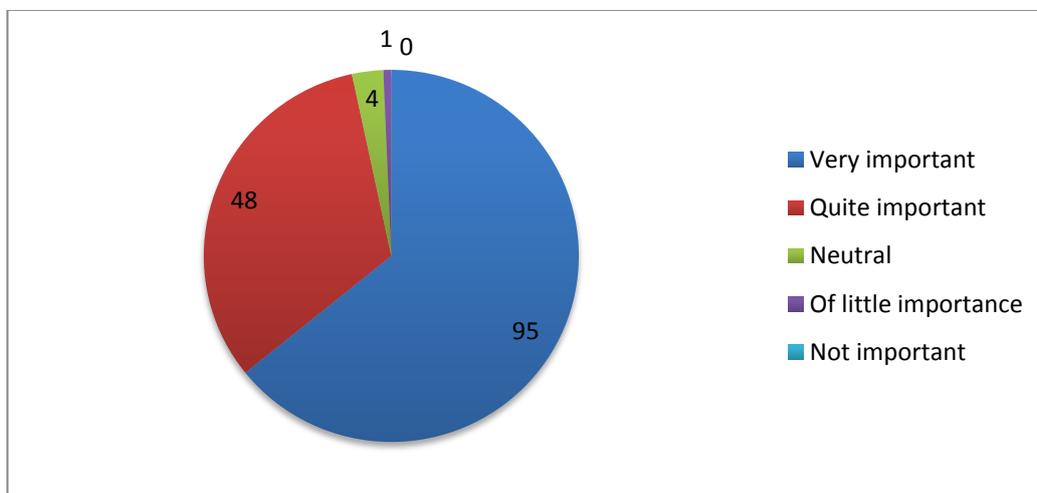


Figure 4. "How important do you think it is to be substantially involved?"

In terms of the enablers of active engagement in the child's schooling, the most frequently mentioned support in the workshop reports, since they place the biggest importance on effective communication with the school, are issues of trust and positivity in the relationship with the school and teacher support. Both these factors were associated in the workshops with skills and attitudes that teachers should develop in order to effectively engage the parents, i.e. effective communication skills, awareness of parents' needs and perceptions and empathy based on the overall school ethos. More practical factors such as time for the parents to engage seemed to be comparatively less important for these respondents, although still important enough, while the use of ICT and/ or social media was viewed as an enabling factor by 62 respondents (Fig. 5). A couple of interesting remarks were added among the "Other" enablers, focusing on the importance of free online resources for parents regarding curricula developments and career advice.

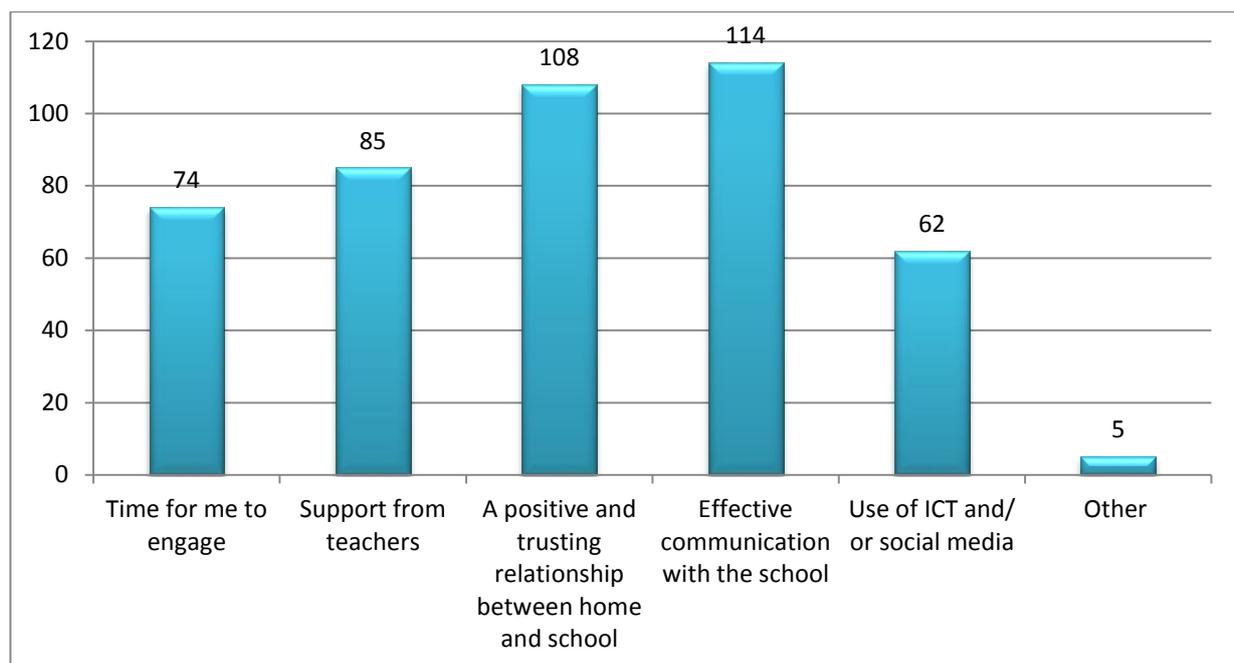


Figure 5. "What enables your active engagement in your child's school education? (multiple responses)"

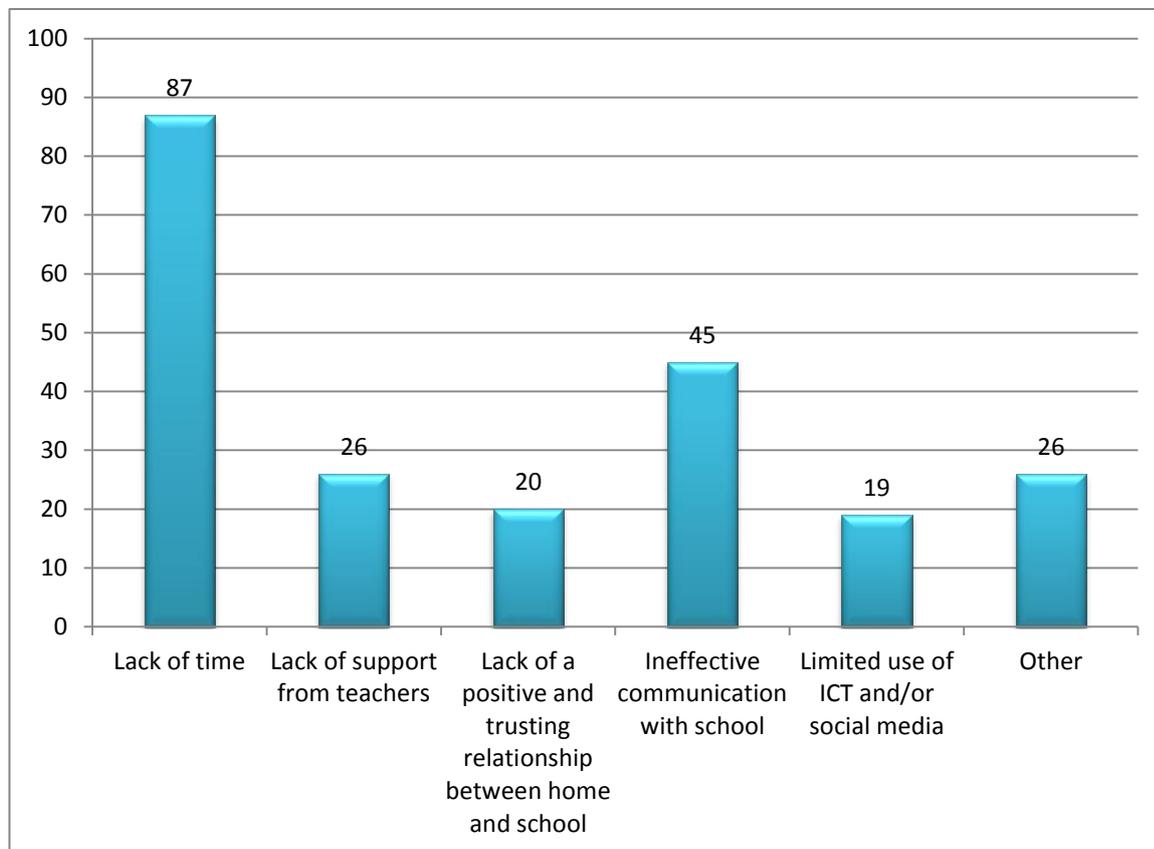


Figure 6. "What are the barriers to your active engagement in your child's school education?" (multiple responses)

When parents were asked about the barriers they are facing to their active engagement in schooling (Fig. 6), lack of time received relatively higher scores than the equivalent response on the enablers question, described above. This—lack of time was the primary factor that prevents them from getting more actively involved in schooling, followed by issues of ineffective communication with the school and lack of support. As in the previous item on the enablers of active engagement, issues of limited access to ICT were not considered as particularly important obstacles. Interestingly, 17 out of the 26 respondents who ticked the "Other" option, stated that there are no barriers to their active engagement in their children's schooling. An extensive comment provided by a single parent said: *"I feel it is very important for parents to be actively involved. I am a single parent of six children [...] I also have a daughter with extra needs [...]and have chronic illnesses myself. However I would never let any of this hold back in any way my children's education. I talk with my children and as a whole family we plan the path of my younger children. It is drummed into my children from an early age the importance of education and extra curriculum activities where I also have an active part. I use ICT a lot and so do my children. They know the pros and cons of the internet however any thing they need to know how to do I tell them to teach themselves from the internet. As a family ICT is an invaluable tool to raising children and to enhance their future".*

Other barriers reflected what was mentioned earlier in the workshops regarding teenagers' willingness to engage their parents: *"With my teenagers, identifying when they need my input is critical - too soon or too late and they switch off"*, *"Older children take more responsibility themselves, but good for parents to be kept informed and able to support should problems arise"*. The gap between parents' and pupils' knowledge and education level was also mentioned by one parent (*"My child is studying subjects at a higher level than I studied them"*), denoting here the perception that parental engagement is limited to academic issues and homework support.

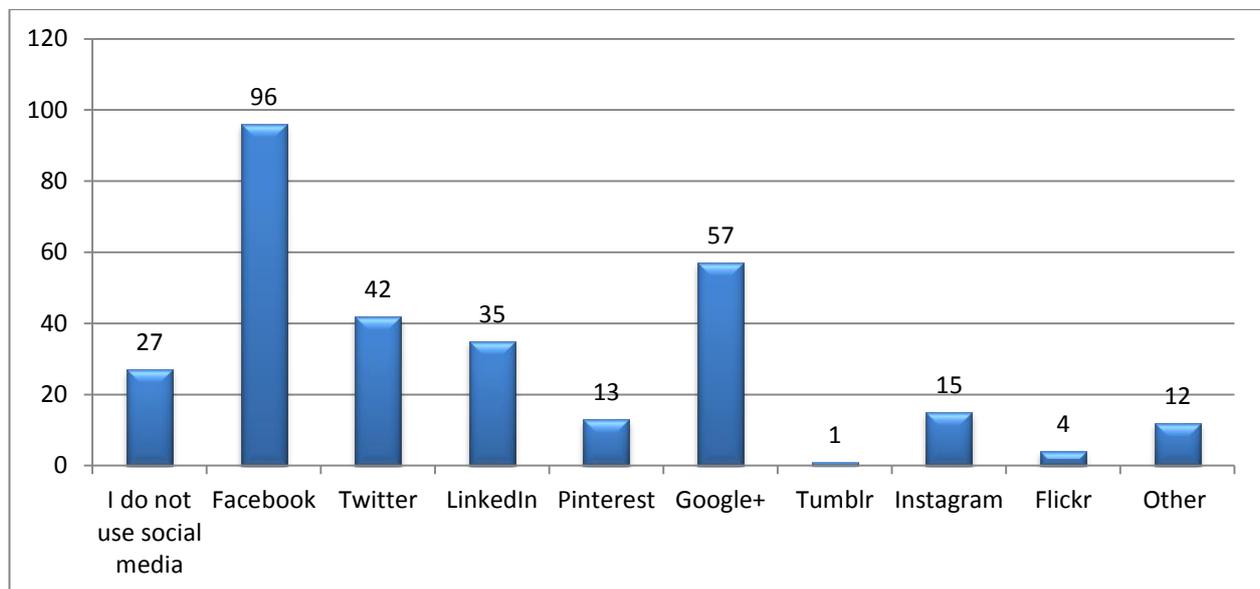


Figure 7. Which forms of social media do you use personally? (multiple responses)

Among the social networking media that the respondents use personally, the most popular ones were the ones of more general use, i.e. Facebook (96 positive responses) followed by Google+ (57 positive responses) and Twitter (42 positive responses). As it was expected, other social media that are used for more specialized purposes, were less popular. Another interesting observation is that 27 of the respondents, i.e. 18.2%, do not use social media at all (Fig. 7). Five respondents also added that they were using What's app, one of which described: *"A group has been formed for year 1 - very useful in sharing information from homework given to activities being run at school. Would advise all classes to for a whats app group, great way of parents communicating with one another"*.

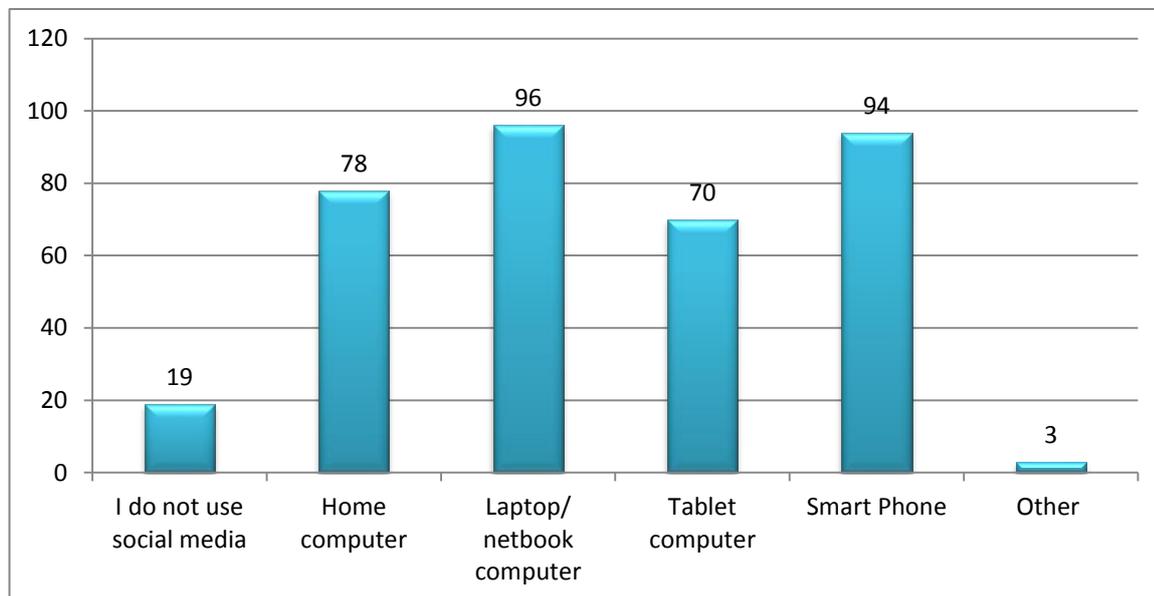


Figure 8. "What device(s) do you use to access social media?" (multiple responses)

Laptops and smart phones were the most frequently used devices for accessing social media, although home computers and tablets were fairly popular to the respondents. iPhones, that were added in the "Other" option, could also be sorted in the smartphones category. The popularity of smartphones to access social media could be added to the technical requirements/ facilities for the platform to be used for parents' – teachers' collaboration, that was reported in the workshops.

As to the ways in which social media could support parents' active engagement in schooling (Fig. 9), responses seem to reflect parents' current types of involvement, reported previously in Fig. 3, i.e. providing information either about their child's schooling or the school in general and communicating with the teachers. More active types of involvement that could be facilitated by social media and web 2.0 technologies received relatively lower scores, especially those that involved public sharing of ideas in online discussion forums and communicating with other parents. The lower scores in these types of social media uses could be reflecting the overall reservation towards public exposure and concern for security and transparency issues, which were also reported in the workshops. One of the open-ended responses clearly stated: *"none applies to social media - I think ICT is positive but not social media in education"*.

The rest of the open-ended responses included again various types of receiving information about school activities *"[...] which my child forgets to tell/inform us"*; *"School providing information to home. Making lines of communication more open and contact less difficult to access - providing the school is willing to respond that is!"*, while there was one case of a more active type of use of social media by the parents: *"Cheering and encouraging other students when they do something nice"*.

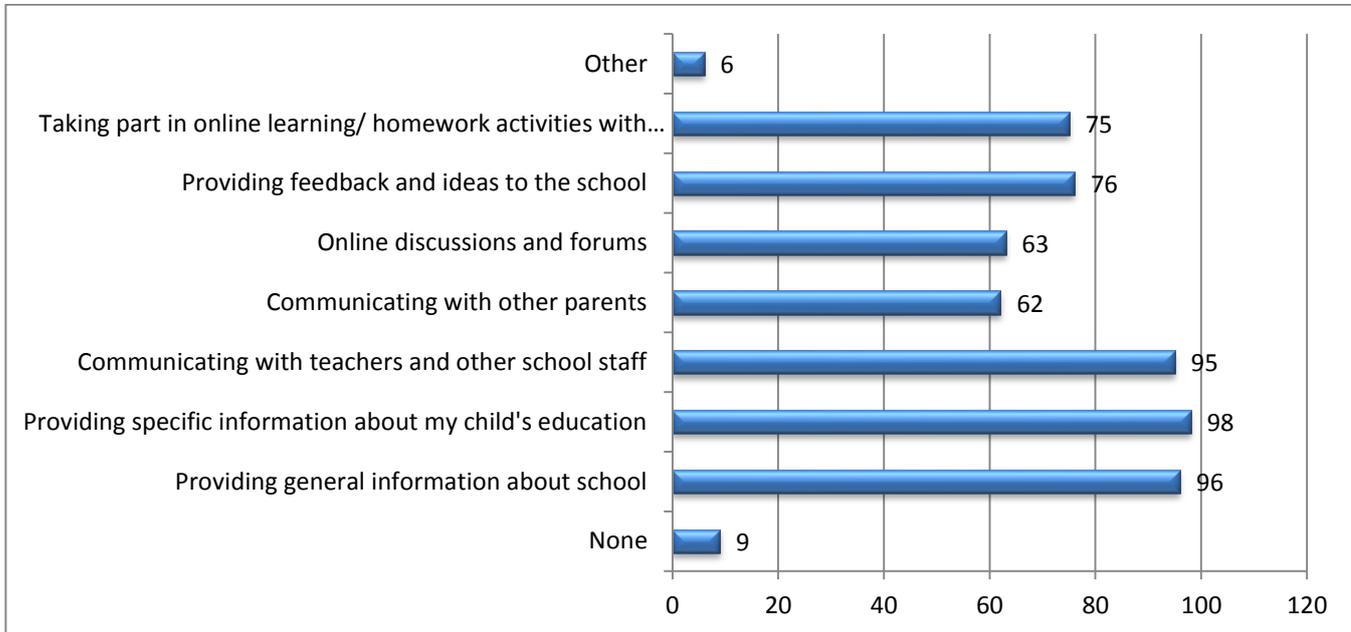


Figure 9. "In what ways could ICT and/or social media support your engagement with your child's school education?" (multiple responses)

Finally, in terms of the factors that could help these respondents to make use of social media/ ICT in order to get engaged in schooling, easiness of applications was considered as the most important one. One of the "Other" responses also stated that the applications should also be compatible for iPads and tablets, similarly to what was earlier mentioned regarding compatibility with iPhones and smartphones. An almost equal number of respondents seemed to be confident enough to use such tools without support. Interestingly, using ICT with the child on social media or other ICT tools was found to be a relatively popular option, which 44 of the respondents thought that would help them in getting engaged in schooling. As it was expected, the need for training on ICT was here again important for 36 of the respondents, while accessibility to ICT facilities seemed to be a problem to a lesser extent. The open-ended responses reflected the wide range of attitudes towards social media use in education, which was also observed in the needs collection workshops. The positive views referred to cases of special needs children that have difficulties in transferring school-related messages/ information to the parents. Social media in this case were considered useful. On the contrary, negative attitudes were also expressed, reflecting again a view of social media as 'less serious' and inappropriate for educational purposes: *"I have too many other things to do in the evenings to be wasting my time with social media. I hope the school will continue to let us know about the important things by other means"*.

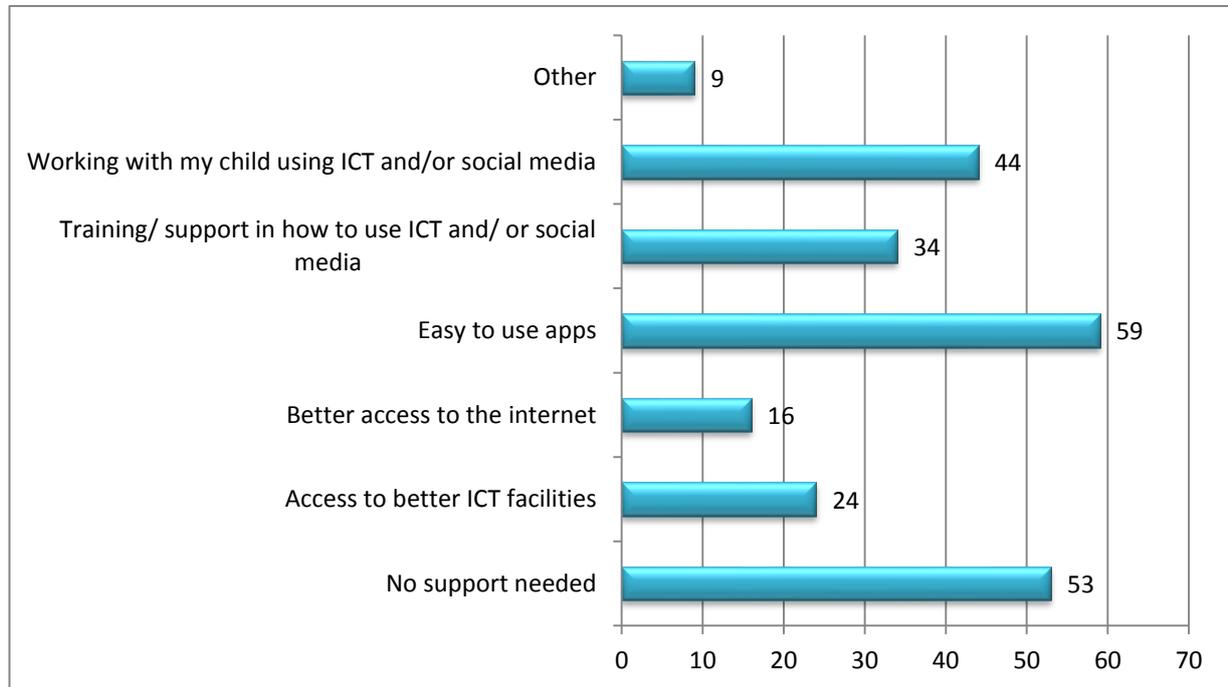


Figure 10. "What would help you to make use of ICT and/or social media to support your engagement with your child's school education?"

4 Conclusions and recommendations

Based on the analysis of the workshops' reports, the survey for parents and the two Bulgarian surveys for teachers and school principals, the following key-points have emerged that can provide input for the training framework of E-STEP:

- Parents' stated openness and willingness to get engaged is not always applied in practice. This was made evident both in the workshops, as well as from the parents' survey results, which showed that although the parents considered substantial involvement as very important, the degree of their actual involvement was significantly smaller, while the types of their involvement were not found to be particularly active (mainly receiving information rather than contributing). The same seemed to be applying to teachers: With a few exceptions, although most teachers openly stated that they welcome parental engagement, they still hold reservations related to financial issues, work overload, as well as the perception of parental engagement as an intervention to their work. There was a sense that each part tended to "blame" the other for not being willing or capable of cooperating. It thus becomes clear that parents' engagement should be dealt with as a two way process where power balance, authority issues and roles should be carefully addressed. This was also evident from the review of good practices of teachers' –parents' collaboration, presented in D1.1.
- Parents' engagement and the perceived need for it, both by parents and teachers, reduces as pupils grow older, as the workshop reports from the UK, Greece and Ireland clearly described. This finding validates what was reported in our literature review in D1.1, where differences were found between Primary and Secondary Education. This could further strengthen the recommendation for the training framework of E-STEP to address specifically the needs and contexts of different levels of school education.
- Teachers' attitudes and skills for effective parental engagement seem to be very closely linked. Training teachers on communication skills, that were reported as the number one factor, cannot be dissociated from supporting them to develop attitudes such as empathy for parents' perspectives, diversities, perceptions and own experiences from schooling.
- Similarly, teachers' individual attitudes and skills cannot be viewed in isolation from the overall school ethos: Any intervention or training on effectively engaging the parents should be placed within a wider whole school strategy for developing a school ethos that values parental engagement and the training should also move to this direction. All staff within a school, regardless of role, need to be committed to and trained to engage effectively and productively with parents.



- Knowing the community is central to successful parental engagement – one size will not fit all.
- In order to communicate with parents, teachers tend to rely on current skills they have developed from previous experiences with parents. It is thus important to combine any type of training with practical application in order to break old (often unsuccessful patterns) and to establish new ones. In fact, this is a suggestion not only for the training framework, but for the implementation plan of the project as well (WP2).
- Another attitude of teachers that needs to be addressed is that dealing with "difficult" parents is beyond their potential, especially when the sources of these difficulties are social, financial and educational. Issues of teachers' confidence, self-esteem and change management potential are here relevant.
- Teachers' communication skills, which were found to be the top priority in all countries, as shown both from the workshops reports as well as from parents' survey, did not seem to be equally understood. Some teachers seem to perceive them in terms of the technical knowledge of using ICT tools to communicate, others understand them as the "political" skills to communicate a meaning to parents: This should be taken into account in the training framework, since there appears to be a need for clarifying these concepts and to possibly include both of these aspects in teachers' training.
- In addition to the 'soft' skills discussed above, teachers need to have a highly developed understanding of the policy and legal framework within which they work and to be able to exercise good judgement in relation to these.
- In terms of platform facilities that support online communication/ collaboration with parents, there were mixed indications on whether there needs to be a private dedicated environment for parents- teachers' interactions (suggested by workshop participants) to ensure privacy, or open forums, that users are already familiar with (suggested by the Bulgarian school principals' results). A suggestion would be to provide options for multiple types of interaction, both public and private in order to suit different users' profiles.
- Not all parents have access to the internet at home and schools need to be mindful of not creating a digital divide.
- Similarly, parents' fluency in the dominant languages and discourses of the school are a key issue and parental engagement strategies need to take careful account of this.

- Regarding the use of social media for communicating with the parents, there were mixed views from both parents and teachers, with the exception of the specific schools from the UK that are already implementing such practices. Also, it was observed that digital literacy experience/expertise influences teachers' understanding of social media and its potential use/benefits. Also, although the results of the two Bulgarian surveys for teachers and heads of schools reported that ICT tools were quite widely used to communicate with parents, the phone was still considered to be as the most efficient means of communication. This was also reported in the workshops, along with the note that the phone should be used with caution as a more "intrusive" means of communication with the family. There seems thus to be a need for training teachers on efficient communication through ICT, i.e. on how the perceived positive aspects of phone or face-to-face communication (i.e. real life communication) can be transferred to online communication.
- Regarding the potential of social media for parents' engagement, the results of parents' survey suggested that parents tend to expect that their involvement through social media will simply reflect or substitute their current, conventional types of involvement. The training should therefore present the benefits of ICT tools and the new opportunities that they can provide for advanced engagement and interaction between parents and schools.
- Resistance towards the use of social media for educational purposes and for engaging the parents seems to be more intense in Primary education, mainly due to privacy and security issues.
- Social media and ICT to support parental engagement will be more widely used if it is accessible on portable devices, particularly mobile phones (iPhones, smartphones) and tablets.
- Most teachers and parents have very little experience of collaborative parental engagement in non face-to-face contexts, and this type of interaction is still highly valued by both sides, especially by parents. Social media is an enhancement to skills not a replacement and will only work if good face-to-face relations are already in place.
- Careful evaluation of impact and evaluation is crucial to parental engagement development.

5 Appendix: Parents' survey

Questions for parents/carers

1. Age range of your child or children.
(select all that apply)

- Age 0 to 4
- Age 5 to 10
- Age 11 to 14
- Age 15 to 18
- Above age 18

2. Type of school/college your child or children attend(s) and the education they receive.
(select all that apply)

- State-funded school/college
- Privately-funded school/college
- State-funded school/college
- Privately-funded school/college
- Academic/scholastic education
- Vocational/applied education
- Special needs education
- Other (please specify):

3. In which areas of your child's schooling are you currently involved?
(select all that apply)

- Receiving information about my child's schooling
- Discussing my child's schooling with teachers
- Participating in school management/organisation or decision making

- Supporting learning/homework activities
- Helping in the classroom or other learning/teaching activities
- Other *(please specify)*:

4. How important do you think that it is for you to be substantially involved?

- Very important
- Quite important
- Neutral
- Of little importance
- Not important

5. What enables your active engagement in your child's school education?
(select all that apply)

- Time for me to engage
- Support from teachers
- A positive and trusting relationship between home and school
- Effective communication with school
- Use of ICT and/or social media
- Other *(please specify)*:

6. What are the barriers to your active engagement in your child's school education?
(select all that apply)

- Lack of time for me to engage
- Lack of support from teachers

- Lack of a positive and trusting relationship between home and school
- Ineffective communication with school
- Limited use of ICT and/or social media
- Other *(please specify)*:



7. Which forms of social media do you use personally?
(select all that apply)

- I do not use social media
- Facebook
- Twitter
- LinkedIn
- Pinterest
- Google+
- Tumblr
- Instagram
- Flickr
- Other *(please specify)*:



8. What device(s) do you use to access social media?
(select all that apply)

- I do not use social media
- Home computer
- Laptop/netbook computer
- Tablet computer

- Smart Phone
- Other *(please specify):*

9. In what ways could ICT and/or social media support your engagement with your child's school education?
(select all that apply)

- None
- Providing general information about school
- Providing specific information about my child's education
- Communicating with teachers and other members of staff
- Communicating with other parents
- Online discussions and forums
- Providing feedback and ideas to the school
- Taking part in online learning/homework activities with my child
- Other *(please specify):*

10. What would help you to make use of ICT and/or social media to support your engagement with your child's school education?
(select all that apply)

- No support needed
- Access to better ICT facilities
- Better access to the internet
- Easy to use apps
- Training/support in how to use ICT and/or social media

- Working with my child using ICT and/or social media
- Other (*please specify*):





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