The purpose of this paper is to examine the partnership among home, school and community from a micro-sociological point of view deepening the concept of “parental involvement in school life” from the stakeholder standpoint. Parental involvement in school life is a complex and embedded social phenomenon. In Italy both decentralization of national school system and school autonomy have contributed to increasingly introduce innovative and embedded problem-solving strategies in schools, to promote the more frequent involvement of stakeholder, and of parents in particular.

In this framework, the assumption is that parental involvement is generally an educative process more informal and/or non formal than formal differently promoted at school and perceived by stakeholders.

From the methodological viewpoint, a qualitative approach has been adopted. Secondary-source data have been collected on the institutional background and the field research. To define general and operative hypothesis, nine national experts and three foreign experts were face to face consulted, six foreign experts were consulted by mail and two foreign groups of research were met. Locally, the manager of the scholastic office of the Liguria Province was interviewed to deepen the institutional scholastic background. Six school principals, of which three males and three females, were listened to study the relationship between home, school and local community using face-to-face interview. For each school the teachers involved into taking care home-school relationships were interviewed to study the relationship between parents and teachers. The presidents of two national parent associations were interviewed to know their associative agency.

In addition to interviews, the participant observation of formal and non formal meetings between parents and teachers and principals has been undertaken in some primary and middle schools of Genoa. Secondary data analysis of two online forums of parental associations was done to know how the communication develops between home, schools and local community.

The main findings are presented in the form of descriptive analysis, illustrating the perceptions of the several stakeholders interviewed. Although they are not representative of the whole population, they proved to be helpful to map the dimensions of parental involvement in school life.
Keywords:
Home, school and community partnership; Parental involvement at school; Parent participation at school

References:


