FAMILY – SCHOOL – COMMUNITY COMMUNICATION: AN OVERVIEW AND CRITICAL REVIEW OF THE METHODOLOGICAL APPROACHES TO PARENT EDUCATION FOLLOWED IN GREECE IN THE LAST DECADES

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The communication between school, family and community constitutes today an established scientific field, with an important theoretical and methodological background. This field is constantly enriched and broadened by relative research programs and studies, which usually conclude in proposals about strengthening the communication and synergy between school, family and community.

In general, a certain pluralism is noticed regarding the methodology according to which researchers worldwide deal with the subject of communication among school, family and community. Nevertheless, everyone (namely international organizations, top institutions, unions, researchers and so forth) seems to converge on a wider notion and make a constantly increasing effort (especially during the course of the last decades) to seek the optimum strategies that could reinforce cooperation between family, school and community. In particular, such a cooperation is expected to yield significant benefits regarding the cognitive, emotional and social growth of children, as well as the prosperity of the family and the community.

Within this framework, this paper constitutes a review article that focuses its interest on parent education in Greece during the last forty years. Furthermore, it accentuates the methodological approaches (both quantitative and qualitative) that various persons, organized groups and unions (such as foundations, organizations, the church) have already used in order to educate parents in Greece. More specifically, the paper examines the most successful Greek cases of parent education, namely those of the Greek Ministry of Education, the University of Athens, the first Institution of Parent Education to ever operate in Greece and the Church.

Moreover, the results of a research that designate the needs of the participating parents in relation to parent education and according to the range of the children’s age are also presented.
Finally, a discussion and a critical review of the methodological approaches utilized for the parents’ education in Greece are presented, through a meta-cognitive and meta-analytical procedure. The above discussion raises proposals related to issues pertaining to the implementation in the field of the communication between school, family and community.

Keywords:
School - Family - Community communication; Parent education; Syneducation; Syneducational model.