



Clerc S., Curci A. M., Gerber B. and Calvo X. P. (2015)  
**Involving parents  
in plurilingual and intercultural education (Parents)<sup>1</sup>**  
 Council of Europe (European Centre for Modern Languages)

### Main fields

Nano: Language learning		Micro: Teaching methods		Meso: Piloting schools		Macro: (Inter)systemic approach	
1.1.	V	2.1.	V	3.1.	V	4.1.	V
2.1.	V	2.2.		3.2.	V	4.2.	V
3.1.	V	2.3.	V	3.3.		4.3.	
4.1.	V	2.4.		3.4.		4.4.	V
5.1.		2.5.	V	3.5.	V	4.5.	V

### What is Parents?

*Involving parents in plurilingual and intercultural education* is at the heart of inclusive education policy. *Parents* fosters shared education by combining different approaches:

- social approach: sustaining social cohesion by strengthening the links between people, between linguistic and cultural communities;
- cognitive approach: helping learners to build links between formal and non-formal education;
- affective approach: helping children to construct a pluralistic identity;
- educative approach: giving schools more purpose by developing connections to society at large.

### Who is it for?

- Parents
- Teachers
- School principals

### Keys for EOL

Shared education can be part of formal and of informal education. There is a wide range of opportunities to include parents in school and in the classroom. Parents and teachers can work together on:

- **intercultural aims:** singing songs in several languages, listening to different fairytales, discovering rituals and symbols, cooking together;
- **pluriliteracies:** discovering different ways of writing or counting, creating together multimodal texts for other parents / teachers;
- **mobility:** discovering linguistic landscapes, working together on building a welcoming culture;
- etc.



### Example: Story bags

The school “enters the home” by means of a bag filled with materials. Parents and children listen together to stories, read together. In this way, parents contribute to the development of reading skills.

The bag can also return to school with new materials provided by the family.

<sup>1</sup> Clerc S., Curci A. M., Gerber B. and Calvo X. P. (2015), *Involving parents in plurilingual and intercultural education (Parents)*, Council of Europe (European Centre for Modern Languages), Graz. [www.ecml.at/parents](http://www.ecml.at/parents)

## Suggestion for EOL

- ➔ Fostering inclusion through intergenerational structures and approaches at school
- ➔ Designing homework so that parents can participate in language learning
- ➔ Developing learners' and parents' self-esteem

## Similar resources

1. Council of Europe (European Centre for Modern Languages), Online thematic collection “Migration and language education”, “ECML projects”.

<http://www.ecml.at/Thematicareas/Migrantlanguageeducation/Projects/tabid/1641/language/en-GB/Default.aspx>

2. Goullier F., Carré-Karlinger C., Orlova N., Roussi M. (2015), *European portfolio for pre-primary educators – The plurilingual and intercultural dimension (Pepelino)*, Council of Europe (European Centre for Modern Languages), Graz. <http://www.ecml.at/pepelino>