

Call for Papers

Call 4

Family and Education

In our society, education is considered a key qualification for a successful, self-determined life and is seen not merely as a basic requirement for improving the quality of life and a central prevention factor with regard to poverty risk, but subsequently also as a basis for peace and democracy (cf. UNESCO 1997).

Although there is no standard definition of the concept of education, we can still assume a consensus that education is not just the mere acquisition of knowledge but rather a combination of different competences – in particular also social and self-competences such as self-reliance and individual responsibility.

The family as the primary place of socialisation constitutes the first and most important educational entity that proves to be formative for the child's further educational career. In this context the quality of bonding with the parents is of utmost significance because it exerts a far-reaching influence on aspects such as the development of achievement motivation (cf. e.g. Eccles, Wigfield & Schiefele 1998).

Further educational entities are added at later stages (especially school and preschool facilities) that build on the foundations laid by the family. Elementary pedagogy in particular has an important compensatory function as well, because it serves to balance different familial preconditions to a certain extent. A crucial development of the past decades can be seen in the fact that the perceptions of the division of tasks between and cooperation of home and school have changed insofar as the formerly strict separation of upbringing (as the family's task) and formal education (as the school's task) cannot be upheld any more. This carries both chances and conflict potential (cf. Walper 2015).

A great number of questions can be derived from these aspects, including the ideal interaction of the various educational protagonists, or areas of tension resulting e.g. from various and possibly conflicting expectations, conditions or demands with regard to the division of tasks between family and school.

References

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