

A Bridge Between School and Family: How Environmental Education Coordinators Collaborate with Students' Parents

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Abstract

This study examines the role of Environmental Education Coordinators (EEC) in collaborating with parents of students aged 6 to 15 and explores factors influencing parental involvement in environmental education. The research employs a qualitative approach, utilizing semistructured interviews to gain an in-depth understanding of these interactions. Bronfenbrenner's socio-ecological model serves as the theoretical framework, allowing for the analysis of cooperation at different levels—from direct interactions between coordinators and parents (microsystem) to the influence of school policies (exosystem) and broader societal values (macrosystem).

The study aims to identify key elements that enhance or hinder effective collaboration. Preliminary assumptions suggest that successful parental engagement depends on factors such as institutional support, communication strategies, and the perceived importance of environmental education. Conversely, challenges may arise due to time constraints, differing attitudes toward sustainability, and a lack of structured opportunities for parents to participate. EECs are expected to play a crucial role in overcoming these barriers and fostering a more engaged and environmentally conscious school community.

By analyzing these dynamics, the research seeks to contribute to a deeper understanding of how cooperation between coordinators and parents can be strengthened. The findings will provide practical recommendations for improving parental involvement and optimizing the role of EECs in integrating environmental education into both school programs and home environments.

Keywords: Environmental Education Coordinator (EEC); environmental education; parental cooperation; students aged 6 to 15; sustainability