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Parent Participation Programme (PPP) Guide

Equity in Gifted Education (EGE)

*A practical guide for strengthening
home-school partnerships in gifted education*



Mutual Trust



Regular Communication



Practical Guidance



Shared Responsibility



Educational Partnerships



Developed within the Erasmus+
Cooperation Partnership

Equity in Gifted Education (EGE)

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1. Introduction

Parents are a child's first and most influential educators. They play a crucial role in recognising their child's strengths, nurturing curiosity, and supporting learning both at home and in collaboration with school. For gifted and high-potential learners, this partnership is particularly important, as their educational and social-emotional needs are often complex and may not always be immediately recognised within the classroom.

The Parent Participation Programme (PPP) was developed as part of the Erasmus+ project Equity in Gifted Education (EGE) to strengthen meaningful collaboration between schools and families. The programme recognises that parents are essential partners in creating equitable educational opportunities for gifted learners, particularly those from disadvantaged, multilingual, or otherwise underrepresented backgrounds.

The PPP complements the other core components of the EGE project by connecting Identification and the Academic Language Programme (ALP). While schools identify gifted learners and provide appropriate educational support, parents reinforce learning at home, contribute valuable insights into their child's development, and help create a consistent and supportive learning environment. Together, home and school can foster both academic achievement and wellbeing.

The programme is based on the widely recognised framework for parental involvement developed by Joyce Epstein, which emphasises six interconnected forms of collaboration between schools and families: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the wider community. These principles have been adapted within the EGE project to support inclusive, culturally responsive, and strengths-based partnerships.

Rather than prescribing a single approach, the Parent Participation Programme offers a flexible framework that schools can adapt to their own context while maintaining a shared vision across all partner countries. It combines practical activities, opportunities for dialogue, and ongoing reflection to encourage sustainable collaboration between educators, parents, and students.



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This guide provides schools with an overview of the Parent Participation Programme, practical suggestions for implementation, and examples of activities that have been developed and piloted within the EGE project. Its aim is to help schools build strong partnerships with families and ensure that every gifted learner has the opportunity to develop their talents to the fullest.



2. Why Parent Participation Matters

A strong partnership between schools and families is widely recognised as one of the most important factors influencing students' academic achievement, wellbeing, and long-term educational success. Research consistently demonstrates that when parents are actively engaged in their children's education, students show higher levels of motivation, improved learning outcomes, stronger social-emotional development, and greater confidence in their own abilities.

For gifted and high-potential learners, parental involvement is particularly important. Parents are often the first to recognise advanced cognitive abilities, intense curiosity, asynchronous development, or signs of underachievement. Their observations provide valuable information that complements teachers' perspectives and contributes to a more complete understanding of each learner.

Epstein's Framework of School–Family–Community Partnerships

The Parent Participation Programme is primarily based on the work of Joyce Epstein, whose framework identifies six interconnected types of parental involvement:

- Parenting
- Communicating
- Volunteering
- Learning at Home
- Decision-Making
- Collaborating with the Community

Rather than viewing parents as passive recipients of information, Epstein's model positions them as active partners in education. Effective collaboration requires schools to create welcoming environments, establish regular communication, and provide meaningful opportunities for parents to contribute to their child's learning.



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Parents as Partners in Learning

Hoover-Dempsey and Sandler further emphasise that parental involvement has the greatest impact when parents understand how they can support learning both at home and in collaboration with teachers. Their model highlights the importance of parents' beliefs about their role, their confidence in supporting their child, and the invitations they receive from schools to become involved.

This perspective shifts the focus from simply informing parents to actively empowering them as educational partners.

Supporting Gifted Learners

Research by Jolly and Matthews highlights that gifted learners often require educational experiences that address not only cognitive development but also motivation, wellbeing, resilience, and social-emotional growth. Parents play an essential role in recognising these needs and working together with schools to create supportive learning environments.

Within the EGE project, parent participation therefore extends beyond attending meetings or receiving information. Parents contribute valuable insights into their child's interests, strengths, challenges, and learning preferences, enabling schools to make better-informed educational decisions.

Parent Participation and Educational Equity

Educational equity is a central principle of the Equity in Gifted Education (EGE) project. Families from multilingual, socio-economically disadvantaged, or otherwise underrepresented backgrounds may experience barriers to participation, including language differences, limited familiarity with school systems, or reduced opportunities for communication with educators.

The Parent Participation Programme aims to reduce these barriers by promoting accessible communication, culturally responsive practices, and flexible opportunities for involvement. Rather than expecting all families to participate in the same way, the programme encourages schools to adapt their approaches to the needs of their communities.

By strengthening home-school partnerships, schools create richer learning environments in which gifted learners receive consistent support across home and school, parents feel



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recognised and valued, and educators gain a deeper understanding of the diverse strengths and needs of their students.



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3. The EGE Parent Participation Programme

The Parent Participation Programme (PPP) was developed as a flexible framework to strengthen meaningful collaboration between schools and families within the Erasmus+ Equity in Gifted Education (EGE) project. Rather than prescribing a fixed programme, the PPP offers schools a coherent structure that can be adapted to local educational contexts, cultural backgrounds, and the specific needs of families.

The programme complements the two other core components of the EGE project—Identification and the Academic Language Programme (ALP)—by ensuring that parents understand, support, and reinforce their children's learning both at school and at home. In doing so, the PPP contributes to the overall goal of promoting educational equity for gifted and high-potential learners.

The programme is guided by five key design principles.

Accessibility

The Parent Participation Programme is designed to be accessible to all families, regardless of their educational background, language proficiency, or previous experience with gifted education. Schools are encouraged to communicate in clear, understandable language and to use multiple communication formats, including written, oral, and digital channels. This helps ensure that every parent has the opportunity to participate meaningfully.

Flexibility

Schools differ in size, organisation, available resources, and local priorities. Therefore, the PPP provides a modular structure that can be adapted to different educational settings. While the core activities provide a common framework across partner countries, schools are encouraged to adapt the content, timing, and delivery of activities to meet the needs of their own communities.

Cultural Sensitivity

Families bring diverse cultural, linguistic, and social experiences to school. The PPP recognises this diversity as a strength and encourages schools to create welcoming and inclusive environments where every family feels respected and valued. By acknowledging



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different perspectives and reducing barriers to participation, schools can build stronger relationships with all parents.

A Strengths-Based Approach

Rather than focusing on difficulties or deficits, the Parent Participation Programme builds on the strengths, interests, and potential of gifted learners and their families. Parents are recognised as experts on their own children and are encouraged to share their observations, experiences, and aspirations. This positive perspective promotes trust, confidence, and shared responsibility for student success.

Partnership

At the heart of the programme is the belief that schools and families achieve the best outcomes when they work together as equal partners. Effective partnerships are built on open communication, mutual respect, shared goals, and ongoing dialogue. Parents contribute valuable knowledge about their child's development, while educators provide professional expertise and educational guidance. Together, they create a consistent and supportive learning environment that enables gifted learners to thrive.

By combining these five design principles, the Parent Participation Programme provides schools with a practical and sustainable framework for strengthening home–school collaboration. The following chapter describes the core activities through which these principles can be translated into everyday educational practice.



4. The Four Core Activities

The Parent Participation Programme is organised around four core activities that provide schools with a structured yet flexible approach to strengthening home–school collaboration. Together, these activities promote communication, parental engagement, recognition of students' achievements, and shared responsibility for supporting gifted learners.

Schools are encouraged to adapt each activity to their own context while maintaining the overall objectives of the programme.

Activity 1 – Guest Lecture for Parents

Purpose

The Guest Lecture serves as the starting point of the Parent Participation Programme. It introduces parents to the goals of the EGE project, explains the characteristics and educational needs of gifted learners, and establishes a foundation for constructive collaboration between home and school.

Objectives

The lecture aims to:

- introduce parents to the EGE project and its objectives;
- explain the identification process for gifted and high-potential learners;
- increase parents' understanding of giftedness and asynchronous development;
- discuss the importance of academic language development;
- provide practical guidance for supporting learning and wellbeing at home;
- encourage open dialogue between parents and school staff.



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Organisation

The session is organised at the school in a welcoming and informal atmosphere. Schools are encouraged to provide opportunities for parents to ask questions, share experiences, and discuss the needs of their children. Where appropriate, multilingual communication or translated materials can be provided to ensure accessibility for all families.

Expected Outcomes

Following the Guest Lecture, parents should:

- have a better understanding of gifted education;
- feel informed about the aims of the EGE project;
- recognise their own role as educational partners;
- establish positive communication with the school;
- feel more confident in supporting their child at home.

Activity 2 – Student Expo

Purpose

The Student Expo provides an opportunity for students to showcase work completed during the EGE project while actively involving parents in the learning process. By making learning visible, the Expo strengthens the connection between home and school and celebrates students' achievements.

Objectives

The Student Expo aims to:

- demonstrate students' learning and progress;
- encourage meaningful conversations between students, parents, and teachers;
- increase parental understanding of classroom learning;



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- strengthen motivation and student ownership;
- reinforce the value of academic language and inquiry-based learning.

Organisation

Students present projects, assignments, presentations, or other products developed during the programme. Parents are invited to visit displays, ask questions, and engage in conversations about the learning process. Teachers facilitate discussions and provide additional explanations where needed.

Expected Outcomes

The Student Expo enables parents to:

- gain insight into their child's learning;
- recognise students' strengths and achievements;
- strengthen communication with teachers;
- reinforce learning through discussions at home;
- contribute to a positive learning culture.

Activity 3 – Awards Ceremony

Purpose

The Awards Ceremony celebrates students' participation and recognises both their achievements and the important contribution of their families. Recognition helps strengthen motivation, self-confidence, and a sense of belonging within the school community.

Objectives

The ceremony aims to:

- celebrate students' achievements;



- acknowledge parental support;
- reinforce students' confidence and motivation;
- strengthen the school community;
- encourage continued engagement throughout the programme.

Organisation

The ceremony is organised at the conclusion of a major programme milestone or at the end of the school year. Students receive certificates or symbolic awards recognising their participation and accomplishments. Parents, teachers, and school leaders are invited to attend and celebrate together.

Expected Outcomes

The Awards Ceremony contributes to:

- increased student motivation;
- positive recognition of talent development;
- stronger relationships between families and schools;
- greater parental engagement;
- a shared sense of achievement within the school community.

Activity 4 – Parent Workshops

Purpose

Parent Workshops provide opportunities for parents to explore specific topics related to gifted education in greater depth. They offer practical strategies, encourage discussion, and help parents develop the confidence and skills needed to support their children effectively.



Objectives

The workshops aim to:

- deepen parents' understanding of giftedness;
- provide practical strategies for supporting learning at home;
- address common social-emotional challenges;
- facilitate dialogue between parents and educators;
- strengthen long-term parental engagement.

Organisation

Schools may organise workshops throughout the school year, either as standalone sessions or linked to other programme activities. Possible topics include:

- supporting academic language at home;
- motivation and underachievement;
- perfectionism and wellbeing;
- executive functioning;
- communication between home and school;
- educational pathways for gifted learners.

Workshops should be interactive and encourage parents to exchange experiences and practical ideas.

Expected Outcomes

After participating in the workshops, parents are expected to:

- feel more confident in supporting their child's learning;
- gain practical strategies for everyday situations;



- build stronger relationships with other parents and school staff;
- contribute more actively to educational decision-making;
- strengthen the partnership between home and school.

In addition to the four core activities, schools may choose to organise complementary activities that further strengthen collaboration with parents and create opportunities for ongoing dialogue and engagement. These activities are flexible and can be adapted to local needs, available resources, and the interests of families.

Rather than being mandatory, they are intended to enrich the Parent Participation Programme and promote long-term partnerships between home and school.

Activity 5 – Parent Workshops on Supporting Gifted Children at Home

Purpose

Parent workshops provide practical guidance on supporting gifted children's academic, social, and emotional development. They help parents translate theory into everyday practice and increase their confidence in responding to their child's needs.

Where it Fits

These workshops are ideally organised shortly after the introductory Guest Lecture and can continue throughout the school year. Different sessions may focus on different themes as parents become more familiar with the programme.

Practical Suggestions

Possible workshop topics include:

- Supporting academic language at home
- Motivation and underachievement
- Perfectionism and resilience
- Executive functioning



- Emotional wellbeing
- Communication with schools

Interactive formats, case discussions, and opportunities for parents to exchange experiences are strongly encouraged.

Activity 6 – Parent–Teacher Collaboration Sessions

Purpose

These sessions create opportunities for parents and teachers to work together in supporting individual students. They encourage shared decision-making and ensure that home and school maintain consistent expectations and strategies.

Where it Fits

Collaboration sessions work particularly well midway through the programme or following student assessments, progress reviews, or significant learning milestones.

Practical Suggestions

Schools may organise individual or small-group meetings focusing on:

- student strengths and interests;
- academic progress;
- wellbeing;
- learning goals;
- strategies for home and school support.

Whenever possible, meetings should encourage equal participation from both parents and teachers.



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Activity 7 – Cultural Sharing Evening

Purpose

A Cultural Sharing Evening celebrates the diversity of the school community and strengthens relationships between families by recognising and valuing different cultural backgrounds.

Where it Fits

This activity is particularly suitable once parents have become familiar with one another through earlier programme activities. It can also be organised following the Student Expo as a community-building event.

Practical Suggestions

Families may be invited to share aspects of their culture through:

- food and traditional dishes;
- music;
- stories;
- customs and celebrations;
- languages;
- family traditions.

The emphasis should be on inclusion, mutual respect, and learning from one another.

Activity 8 – Parent Peer Support Groups

Purpose

Parent Peer Support Groups provide a safe and informal environment where parents can exchange experiences, discuss challenges, and offer encouragement to one another.



Where it Fits

Support groups can be established early in the programme and continue throughout the school year. Meetings may take place face-to-face or online, depending on parents' preferences.

Practical Suggestions

Schools can facilitate discussions around topics such as:

- balancing challenge and wellbeing;
- motivation;
- communication with schools;
- parenting gifted adolescents;
- sharing useful resources and experiences.

Initially, a staff member may facilitate the meetings, after which parents can gradually take greater ownership of the group.

Activity 9 – Family Learning Challenge

Purpose

Family Learning Challenges encourage parents and children to learn together through enjoyable and meaningful activities that promote curiosity, creativity, communication, and problem-solving.

Where it Fits

Challenges can be organised at different points throughout the school year, for example during school holidays or following workshops, allowing families to apply what they have learned together.



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Practical Suggestions

Examples include:

- designing a creative solution to a real-world problem;
- conducting a simple investigation at home;
- completing a collaborative STEM challenge;
- creating a presentation about a topic of personal interest;
- exploring local history, culture, or science.

Completed challenges may be displayed during the Student Expo or shared through school newsletters.

Activity 10 – Career Exploration Day

Purpose

Career Exploration Day helps students connect their strengths, talents, and interests with future educational and career opportunities while actively involving parents in this process.

Where it Fits

This activity is most appropriate towards the end of the programme, when students have developed greater awareness of their abilities and future aspirations.

Practical Suggestions

Schools may include:

- presentations from professionals;
- career talks by parents or alumni;
- workplace visits;
- university information sessions;



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- interactive career workshops.

Parents are encouraged to participate by sharing their own educational and professional experiences and discussing future opportunities with their children.

These additional activities provide schools with flexible opportunities to deepen parental engagement beyond the core programme. Schools are encouraged to select those activities that best match the needs of their community, recognising that meaningful parent participation is built through ongoing dialogue, shared experiences, and sustained collaboration rather than through a single event.

6. Roles and Responsibilities

Successful parent participation depends on shared responsibility. The Parent Participation Programme recognises that meaningful collaboration can only be achieved when parents, schools, and programme coordinators each contribute actively to the educational process. Although responsibilities differ, all partners share the common goal of supporting the academic and personal development of gifted and high-potential learners.

Parents

Parents are recognised as essential partners in their child's education. They possess valuable knowledge about their child's interests, strengths, learning preferences, and social-emotional development. By working collaboratively with schools, parents contribute to creating consistent support across both home and school environments.

Parents are encouraged to:

- actively participate in programme activities whenever possible;
- communicate openly with teachers and school staff;
- share relevant information about their child's development and wellbeing;
- encourage and support learning at home;
- reinforce the skills and strategies introduced during the programme;
- provide constructive feedback to support the continuous improvement of the programme.

The programme values parents as equal partners whose experiences and perspectives enrich educational decision-making.

Schools

Schools play a central role in creating an inclusive and welcoming environment that encourages meaningful parent participation. They are responsible for coordinating



programme activities, maintaining open communication, and ensuring that all families have opportunities to become involved.

Schools are expected to:

- organise and facilitate programme activities;
- communicate clearly and regularly with parents;
- provide accessible and inclusive information for all families;
- encourage respectful dialogue and collaboration;
- recognise and value cultural and linguistic diversity;
- monitor participation and evaluate programme implementation;
- foster a positive school culture in which parents feel welcomed and respected.

Schools should also remain responsive to the changing needs of families and adapt activities where appropriate.

Local Programme Coordinator

Each participating school appoints a local programme coordinator to oversee the implementation of the Parent Participation Programme. The coordinator acts as the primary contact person for parents, teachers, and the wider project team, ensuring that activities are organised effectively and aligned with the goals of the EGE project.

The local coordinator is responsible for:

- planning and coordinating programme activities;
- supporting teachers during implementation;
- communicating with parents and other stakeholders;
- monitoring participation and collecting feedback;



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- ensuring that activities reflect the principles of accessibility, flexibility, cultural sensitivity, and partnership;
- sharing good practices and experiences with the wider EGE consortium where appropriate.

The coordinator also plays an important role in promoting continuity throughout the programme and ensuring that collaboration between home and school remains active throughout the school year.

Working Together

The Parent Participation Programme is built on the principle of shared responsibility. Parents, educators, and programme coordinators each contribute unique knowledge, experience, and expertise. Through mutual respect, open communication, and a shared commitment to educational equity, these partnerships create the conditions in which gifted learners can develop their talents, strengthen their wellbeing, and reach their full potential.

Together, schools and families create a learning community in which every child is supported, challenged, and valued.



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7. Communication and Evaluation

Effective communication and systematic evaluation are essential components of the Parent Participation Programme. Clear communication strengthens trust between schools and families, while ongoing evaluation enables schools to monitor participation, identify areas for improvement, and ensure that the programme continues to meet the needs of parents and students.

Multilingual Communication

The EGE project promotes educational equity by recognising the linguistic diversity of participating families. Schools are therefore encouraged to communicate in ways that are accessible to all parents.

Whenever possible, schools should:

- use clear, straightforward language;
- provide translations of key information where needed;
- offer communication through multiple channels (e.g., email, newsletters, school websites, digital platforms, or face-to-face meetings);
- ensure that important information is understandable for parents with different language backgrounds;
- encourage parents to ask questions and seek clarification whenever necessary.

Accessible communication helps remove barriers to participation and enables all families to become active partners in their children's education.

Data Protection and GDPR

Schools are responsible for handling personal information in accordance with the General Data Protection Regulation (GDPR) and relevant national legislation.

Parents should be informed about:

- the purpose of collecting personal information;
- how participation data will be used;
- how photographs, videos, or student work may be shared;
- how personal information will be stored and protected;
- their rights regarding privacy and consent.

Written consent should be obtained whenever required, particularly for photographs, video recordings, or the publication of student work.

Respecting privacy contributes to building trust between schools and families and ensures ethical implementation of the programme.

Attendance and Participation

Monitoring attendance helps schools understand the level of parental engagement and identify opportunities to improve accessibility.

Schools are encouraged to:

- maintain attendance records for programme activities;
- identify patterns in participation;
- follow up with parents who may experience barriers to attendance;

- offer flexible alternatives where possible, such as online participation or repeated sessions.

Attendance data should be used to improve the programme rather than to evaluate individual families.

Parent Feedback

Parents' experiences provide valuable information for improving the Parent Participation Programme. Schools are therefore encouraged to collect feedback throughout the programme using simple and accessible evaluation methods.

Feedback may include parents' views on:

- the relevance of activities;
- clarity of communication;
- usefulness of information provided;
- opportunities for participation;
- suggestions for future activities.

Short questionnaires, digital surveys, or informal discussions can all provide meaningful insights.

Qualitative Evaluation

In addition to attendance data and questionnaires, qualitative evaluation helps schools understand the broader impact of the programme.

Possible sources of qualitative information include:

- interviews with parents;
- focus group discussions;



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- teacher reflections;
- observations during programme activities;
- open-ended responses in evaluation forms.

Qualitative evaluation provides deeper insight into parents' experiences, perceived benefits, challenges, and suggestions for improvement. It also helps schools identify examples of good practice that can be shared with colleagues and other schools.

Continuous Improvement

Evaluation should be viewed as an ongoing process rather than a final step. By combining participation data with feedback from parents, teachers, and coordinators, schools can continuously refine the Parent Participation Programme and adapt it to the needs of their communities.

Regular reflection supports the long-term sustainability of the programme and contributes to the wider goal of the EGE project: strengthening equitable partnerships between schools and families so that every gifted learner has the opportunity to thrive.



8. Pilot Evaluation

An important strength of the Parent Participation Programme is that it was not only designed conceptually but also implemented and evaluated during the Erasmus+ Equity in Gifted Education (EGE) project. The pilot implementation provided valuable insights into parents' experiences, the feasibility of the programme, and opportunities for further development.

Dutch Pilot

The Parent Participation Programme was piloted at a participating secondary school in the Netherlands during the 2025–2026 school year. Following completion of the programme, parents were invited to complete an evaluation questionnaire reflecting on their experiences.

Participants

- Number of participating parents: 26
- Response rate: 100%

The exceptionally high response rate demonstrates the strong engagement of participating families and provides a reliable basis for evaluating the programme.

Key Findings

Overall, parents evaluated the programme very positively. The findings indicate that the Parent Participation Programme successfully strengthened communication between home and school while increasing parents' understanding of gifted education.

Key outcomes included:

- High overall satisfaction with the programme and its activities.
- Twenty-two parents reported that they trusted the school's communication regarding gifted education and felt well informed throughout the programme.
- Seventeen parents indicated that participation had provided them with new knowledge and practical insights into supporting their gifted child.



- Parents particularly appreciated the opportunities to communicate directly with teachers and to gain a better understanding of their child's educational experiences.

These findings suggest that the programme helped establish stronger partnerships between parents and schools while increasing parents' confidence in supporting their children's learning.

Parents' Reflections

In addition to the quantitative results, parents shared valuable qualitative feedback. Many described feeling more involved in their child's education and appreciated having opportunities to exchange experiences with both teachers and other parents.

Several parents indicated that they had gained:

- a better understanding of the characteristics and educational needs of gifted learners;
- practical ideas for supporting learning at home;
- increased confidence in communicating with the school;
- greater appreciation of the importance of collaboration between home and school.

Parents also expressed interest in continuing similar activities beyond the duration of the EGE project, highlighting the value of sustained parental engagement.

Practical Recommendations

The pilot evaluation identified several recommendations for schools wishing to implement the Parent Participation Programme:

- Maintain regular and transparent communication throughout the school year.
- Offer activities at different times or in different formats to maximise accessibility.
- Continue providing practical guidance that parents can immediately apply at home.
- Create opportunities for parents to share experiences and learn from one another.



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- Integrate parent participation into the school's broader policy on gifted education rather than offering isolated events.
- Collect regular feedback to ensure that activities continue to meet the needs of families.

Implications for Practice

The pilot demonstrates that meaningful parent participation is both feasible and valuable within gifted education. When schools create welcoming opportunities for collaboration, parents become more confident partners in their children's learning, communication between home and school improves, and students benefit from more consistent educational support.

Although the pilot was conducted within the context of the EGE project, its findings suggest that the principles and activities described in this guide can be successfully adapted to a wide range of educational settings. The evaluation therefore provides encouraging evidence that structured parent participation can contribute to more inclusive, equitable, and effective gifted education.

Pilot at a Glance

Participating school	1 Dutch secondary school
Parents participating	26
Response rate	100%
Overall satisfaction	High
Parents reporting trust in school communication	22 (85%)
Parents reporting new insights	17 (65%)



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9. Key Takeaways

The Parent Participation Programme demonstrates that meaningful collaboration between schools and families is both achievable and beneficial. The pilot implementation confirmed that parents value opportunities to become actively involved in their children's education and that structured collaboration strengthens educational outcomes for gifted and high-potential learners.

Although every school context is unique, the experiences gathered during the EGE project suggest that successful parent participation is characterised by a number of shared principles.

Successful Parent Participation Is Built on...

Mutual Trust

Strong partnerships begin with trust. Parents and educators should recognise each other's knowledge, expertise, and shared commitment to supporting students. Trust creates an open and respectful environment in which concerns, ideas, and successes can be discussed constructively.

Regular Communication

Consistent, transparent, and accessible communication strengthens relationships between home and school. Parents benefit from receiving timely information, while schools gain valuable insights through ongoing dialogue with families. Communication should be a continuous process rather than being limited to scheduled meetings or formal events.

Practical Guidance

Parents value concrete strategies that they can apply in everyday situations. Providing practical advice, examples, and opportunities for discussion helps parents feel more confident in supporting both their child's academic development and social-emotional wellbeing.



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Shared Responsibility

Supporting gifted learners is a shared responsibility. Schools provide educational expertise and learning opportunities, while parents contribute their unique understanding of their child's strengths, interests, and needs. When responsibilities are shared, students benefit from consistent support across home and school.

Recognition of Parents as Educational Partners

Parents should be recognised as active educational partners rather than passive recipients of information. Their experiences, perspectives, and contributions enrich educational decision-making and strengthen the learning community. Meaningful participation occurs when parents are listened to, respected, and involved throughout the educational process.

Looking Ahead

The experiences gained during the EGE project demonstrate that parent participation is not an isolated activity but an integral component of equitable gifted education. When schools invest in strong home-school partnerships, they create learning environments in which students feel supported, families feel connected, and educators are better equipped to respond to diverse learning needs.

The Parent Participation Programme provides schools with a practical and adaptable framework for building these partnerships. By combining evidence-informed principles with flexible implementation, it supports schools in creating sustainable collaboration with families and contributes to the broader goal of ensuring that every gifted learner has the opportunity to develop their talents and realise their full potential.

Meaningful parent participation is not an additional element of gifted education—it is an essential condition for creating equitable opportunities in which every gifted learner can thrive.



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About the EGE Project

The Parent Participation Programme was developed within the Erasmus+ Cooperation Partnership project Equity in Gifted Education (EGE) (Project No. 2023-1-NL01-KA220-SCH-000157819). The project aims to promote equitable identification and support of gifted and high-potential learners through evidence-informed educational practices, professional development, academic language support, and meaningful collaboration with families.

Colophon

Parent Participation Programme (PPP) Guide
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Equity in Gifted Education (EGE)

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