

**REGIONAL EDUCATION LEARNING INITIATIVE
AFRICA (RELI-AFRICA)**

**PARENTAL EMPOWERMENT AND
ENGAGEMENT**

BASELINE REPORT

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List of Acronyms

BOM	Board of Management
CBC	Competence Based Curriculum
CBO	Community Based Organization
FICH	Foundation for Inclusive Community Help
GRIC	Grassroots Nest for Innovation and Change
MEL	Monitoring Evaluation and Learning
MHM	Menstrual Hygiene Management
NGO	Non-Governmental Organization
PEE	Parental Empowerment and Engagement
PS	Primary School
PSGs	Parent Support Groups
PTA	Parent Teacher Association
PWC	Pastoral Women's Council
RELI	Regional Education Learning Initiative
SIG	Special Interest Group
SMC	School Management Committee
TC	Thematic Cluster
ToC	Theory of Change
UPE	Universal Primary Education

Executive Summary

The Regional Education Learning Initiative (RELI) is a member-driven initiative working to ensure inclusive learning for all children in East Africa. The long-term goal of RELI is to empower its members to become effective and influential organizations guided by creation of a knowledge hub, policy/advocacy and transforming organizations as the three strategic pillars. Parental Empowerment and Engagement is one of the themes that RELI members collaborate on to improve collaboration among parents, schools and communities to improve learning outcomes for children. The members are co-creating a relevant framework to guide the design, implementation and evaluation of PE&E initiatives in Uganda, Tanzania and Kenya. Through a desk review process and a qualitative synthesis of 21 PE&E initiatives across RELI members, members of the PE&E Special Interest Group (SIG) have a draft framework that will be validated through pilots in four regions across the 3 countries.

The framework will be piloted across the region with 4 partner organizations that are already championing parental engagement in partner schools and communities. The organizations include; Uganda Society for Disabled Children (USDC), Foundation for Inclusive Community Help (FICH), Pastoral Women's Council (PWC), and Grassroots Nest for Innovations and Change (GRIC). The purpose of the pilot is to test the PE&E framework, to identify what works/doesn't work, to adapt partner interventions and strengthen parent engagement in the learning of children.

This baseline survey preceded the pilot with an aim of establishing the status of parental empowerment and engagement against the four pillars of the draft framework namely, communication, collaboration, capacity sharing and leveraging resources. The following learning questions were adopted for the study;

Communication

- What are the mechanisms used by schools to share and seek information from parents and schools?
- To what extent are the communication channels inclusive and how do they integrate feedback from parents?

Capacity sharing and leveraging resources

- How are parents resourced to support home based learning?
- How are teachers resourced to support learning at home?

Collaboration

- What are the mechanisms of collaboration between the parents and schools and how have they worked?
- To what extent do parents and community members feel welcomed to participate in decision making processes at school
- How has the school collaborated with community organizations and businesses in their ecosystem to support school activities?

The study adopted a mixed methods approach that included qualitative and quantitative methods. Data was conducted in a total of 12 schools. Two surveys were administered for learners and parents to get their insights on the different learning questions. A total of 317 learners (51% boys and 49% girls) and 307

parents (45% male and 55% female) participated in the surveys. Key Informant Interviews (12) were conducted for head teachers. Focus Group Discussions (18) were conducted for parents. In depth interviews were conducted with 34 teachers. Following the data collection and analysis process, validation meetings were organized for partner organizations to present the findings, draw key messages and lessons.

The survey findings revealed that all the partner schools affiliated to USDC, FICH, GRIC and PWC had specific strategies for resourcing parents to support home-based learning. Over 75% of the parents irrespective of their education status supported learning of children at home in different ways from providing a conducive environment for children to learn to supporting in homework for those that had some education. There was deliberate effort by schools through teachers to follow up learning of children with special needs through scheduled home visits.

Strategies for support to teachers were mainly tailored to monitoring and quality assurance to ensure they perform their tasks and facilitating their engagement with parents. However, there was limited focus on deliberate capacity development initiatives for the teachers to improve their engagement with parents.

There was collaboration between parents and schools through participation in school events; academic, cocurricular and school development activities. Over 60% of parents reported that they had participated in the events. However, participation of parents in joint conversations with teacher and learners was very low (less than 30%). Poor relations between parents and teachers in some schools also hindered participation and locked out some parents from following up on key learning activities.

Majority of the learners felt that their parents/guardians care about them and were happy with the way they are treated. However, over 15% of learners – mainly those with special needs did not feel that their parents/guardians cared for them and 13% were not happy about how their parents or guardians treated them.

Overall, all the partner schools had multiple communication channels that they used to reach out to parents. The use of verbal communication through learners was the most dominant method used across the schools. Majority (70%) of parents reported that they were able to share feedback with the schools. However, the primary channels that parents use to provide feedback are associated with school events that happen once or twice a term. This implies that parents are missing out on providing schools with feedback on verbal communication, yet it stands out as the dominant method used by the schools.

The schools harnessed diverse community resources that contributed to well-being of the children (health & nutrition, sports, spiritual wellbeing, practical skills - agriculture), improvement in school infrastructure and contributed to teacher welfare. Parents continue to be main contributors and drivers of school development activities. Over 65% of parents confirmed that they had volunteered to participate in school development activities such as; building of staff houses, repairing the school water supply facilities and building of the school toilet and fence among others. Schools were intentional about parental involvement in development activities and worked through SMCs or BoM to get parents' support. However, there was no evidence of deliberate strategies for mapping other resources in the community to support the schools.

Recommendations

- There is need to acknowledge and build on parents' efforts to support learning at home irrespective of their education status. This could be achieved through mapping strategies on how parents from different backgrounds can support learning of children at home and communicating them using different channels; parent workshops, school, and local community channels.
- Develop capacity of parents to understand holistic learning for children beyond literacy and numeracy through facilitating parent workshops and sharing resource material on how they can engage learners in acquiring social emotional and life skills.
- Facilitate sessions with School Administrators and teachers to build consensus on interventions to support learning outside school and equip teachers with the capacity and materials to promote the interventions.
- Develop strategy for seeking feedback from parents and learners on their relationship with the teachers. This could be through integrating parent – teacher sessions during the parents' general meetings.
- Broaden the channels for receiving feedback from parents beyond formal meetings organized by schools. Parent representatives at class level provide an opportunity. Their role could be strengthened to initiate targeted conversations with parents to receive feedback on school communication.
- Develop resource material and facilitate co-creation sessions with school administrators, SMCs/BOM, and parents to map resources in the school ecosystem, identify how the resources can add value to learning beyond the school and develop action plans to harness them.
- Support Parent Support Groups (PSGs) to map learning and development needs for learners with different types of disability and orient parents on how they can take care of them.

Introduction

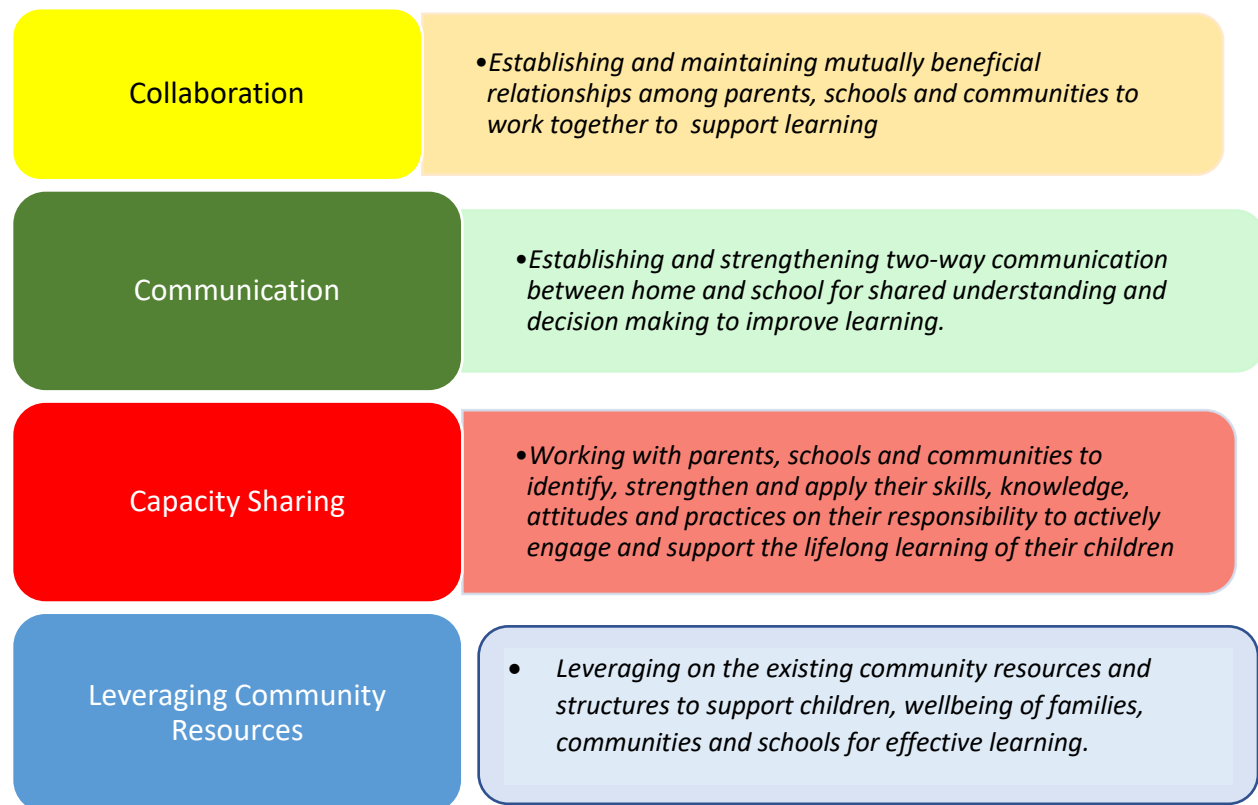
RELI is a member-driven initiative working to ensure inclusive learning for all children in East Africa. The long-term goal of RELI is to empower its members to become effective and influential organizations. The objectives of RELI are to, i) transform the capacity of RELI organizations to influence quality learning outcomes for all children; ii) position RELI as a knowledge hub for evidence around education quality and iii) conduct national and regional level joint advocacy to influence governments towards improved learning outcomes.

RELI member organizations have identified three cross-country thematic clusters (TC): Learner Centered Teaching Thematic group, Values and Life Skills, and Equity and Inclusion. These clusters are constantly in evolution and are guided by the work, choices, and composition of RELI member organizations. The Parental Empowerment and Engagement is housed within the Equity and Inclusion TC and led by a Special Interest group (SIG) that has its secretariat based at Zizi Afrique Foundation. The SIG co-created a draft regional PE&E framework with the purpose piloting it and thereafter applying it to inform the design, and implementation of parental engagement activities in Uganda, Tanzania, and Kenya.

Parental Engagement Framework

The four main components in the draft RELI PE&E framework are collaboration, communication, capacity sharing and leveraging community resources. The four components are intertwined as one component is related to the other either directly or indirectly. Below is how the components are defined in this framework.

Figure 1: RELI Parental engagement Framework



In a bid to pilot the framework, the SIG embarked on the process of co-creating a Theory of Change and MEL framework in November 2022 through which a set of learning questions were developed to guide the pilot testing of the framework at 4 sites across the region. Four (4) partner organizations within the SIG that were already championing parental engagement interventions in their respective countries were selected to pilot the framework. The Organizations Include; Uganda Society for Disabled Children (USDC), Foundation for Inclusive Community Help (FICH), Pastoral Women’s Council (PWC), and Grassroots Nest for Innovation and Change (GRIC).

Purpose of the Baseline Survey

To **Test** RELI Parental Engagement Framework, **Identify** what works/doesn’t work, to **adapt** partner interventions **and strengthen** parental involvement in learning of children.

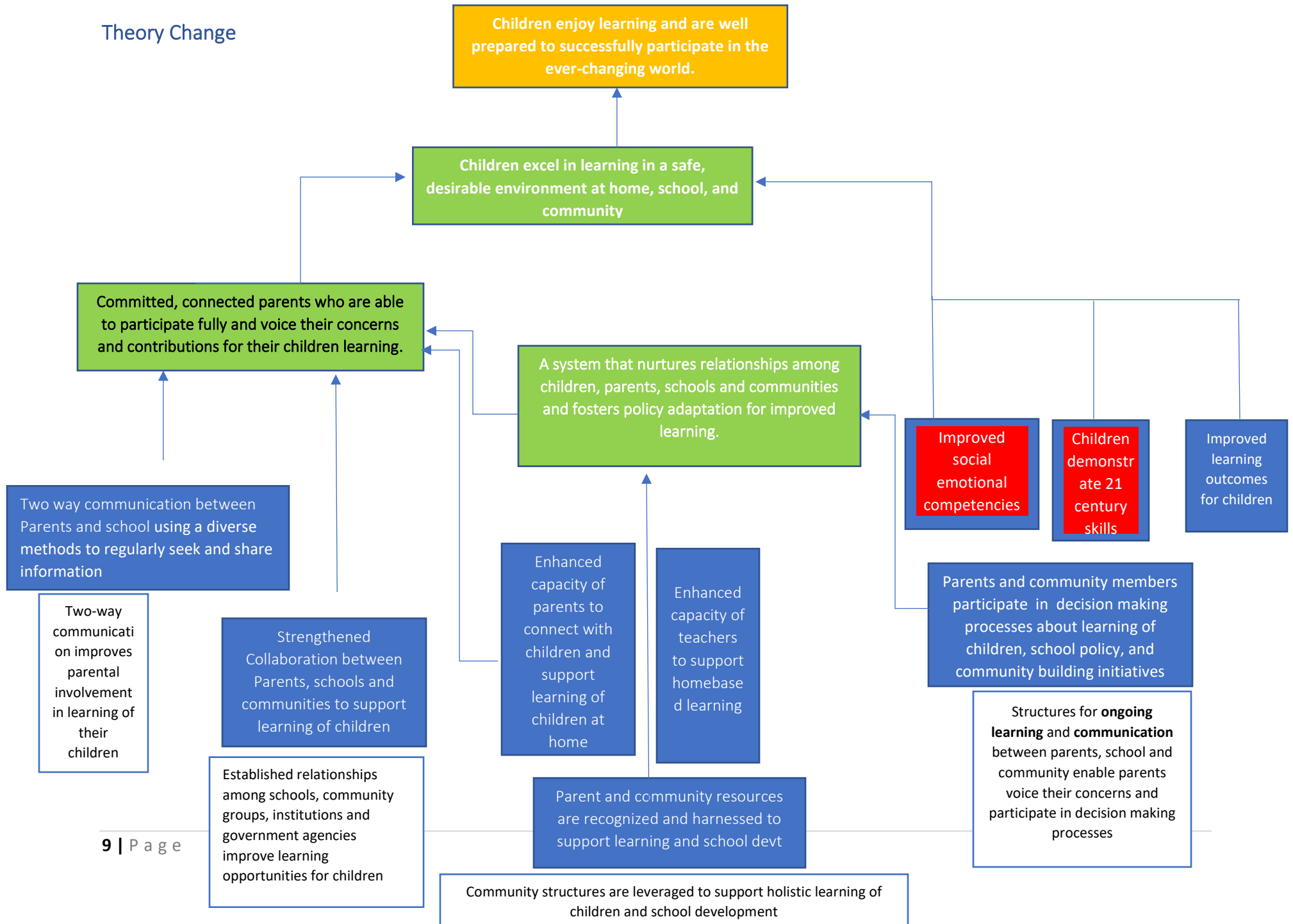
Learning Questions

The initial 4 components of the framework were translated into a set of outcomes to define expected changes from parental engagement interventions and learning questions to guide baseline data collection for the pilot.

Table 1: Learning Questions

Component/Outcome	Learning Questions
Two way communication between Parents and school using a diverse methods to regularly seek and share information	<p>What are the mechanisms used by schools to share and seek information from parents and schools?</p> <p>To what extent are the communication channels inclusive and how do they integrate feedback from parents?</p>
<p>Enhanced capacity of parents to connect with children and support learning of children at home</p> <p>Enhanced capacity of teachers to support homebased learning</p>	<p>How are parents resourced to support home based learning</p> <p>How are teachers resourced to support learning at home</p>
Strengthened Collaboration between Parents, schools and communities to support learning of children	What are the mechanisms of collaboration between the parents and schools and how have they worked?
Parents and community members participate in decision making processes about learning of children, school policy, and community building initiatives	To what extent do parents and community members feel welcomed to participate in decision making processes at school
Parent and community resources are recognized and harnessed to support learning and school development	<p>How has the school collaborated with community organizations and businesses in their ecosystem support school activities?</p> <p>What collaborations need to be developed in this community for the school to be seen as an agent/hub for learning and change?</p>

Theory Change



Key

	Overall Goal
	Outcomes
	Intermediate Outcomes
	Key Assumptions

Assumptions

If parents are supported to better understand concepts of parenting and to connect with their children, they will be able to understand their learning needs and create a safe learning environment at home. If the capacity of teachers is enhanced to support homebased learning, they will be able to build the confidence of parents to support learning at home and to volunteer to support learning activities.

If the schools establish relationships with institutions within their ecosystem; communities, CBOs, Government Institutions, they will secure ecosystem actors to be partners in supporting school development and learning. The partners will bring on board diverse resources that will support holistic learning beyond the school. A welcoming environment at school will invite Parents and community members to be more proactive in participating in decision making processes about learning of children, school policy, and community building initiatives. Relations established with community structures will provide opportunity for parents to participate in policy spaces and influence policies affecting learning of children at sub national and national level. The relationships and capacity development interventions will need to be sustained through a support system that strengthens relations and enhances capacity of actors in the school ecosystem.

The support system will then contribute to increased commitment of parents and enable them to participate fully and voice their concerns and contributions for their children learning if two-way communication between them and the schools is used to seek information and share feedback. Sustained two-way communication will improve parental engagement in the learning of their children. This will enable children excel in learning in a safe environment at home, school and community. Ultimately more children will enjoy learning and be well prepared to successfully participate in an ever-changing world.

Methodology

This section presents the methodology that was used for the study. The design of the study was informed by the Theory of change (ToC) and Monitoring Evaluation and Learning Framework (MEL) that were co-created by representatives of the SIG. The Learning questions developed in the MEL framework informed the process of selection of data collection methods and tools.

The study used both qualitative and quantitative methods. The quantitative methods were adopted to establish statistical measures for the learning questions and indicators whereas the qualitative methods provided opportunity for in-depth inquiry on the context, enablers and constraints with regard to the different aspects of parental engagement.

Developing the Theory of Change and MEL Framework

The process of development of the Theory of Change was participatory and involved representatives of the SIG from Uganda, Kenya and Tanzania. The process was led by a consultant and coordinated by Zizi Afrique. The process involved a series of online meetings with the group representatives on review of the PE&E framework and Co-creation of Outcomes and ultimately a draft ToC. The ToC then informed the process of developing the MEL framework that proposed learning questions, Outcomes and indicators for measuring change expected from parental engagement interventions.

A three day in-person meeting was then hosted by one of the group partners – GRIC in Kajiado to validate the draft ToC, MEL Framework, Co-Create and test tools for data collection for the PE&E pilot. The meeting brought together representatives from Uganda, Kenya and Tanzania. Among these were representatives from 4 organizations that had been selected to pilot the PE&E framework. The organizations include; Uganda Society for Disabled Children (USDC), Foundation for Inclusive Community Help (FICH), Pastoral Womens Council (PWC), and GRIC.

Revised data collection tools were then developed based on the experiences and feedback of the PE&E group members on the pre-test. Representatives from the 4 partner organizations identified eight enumerators (two from each) that were then trained on the data collection methods and tools.

Quantitative Methods

Two surveys were administered for learners and parents to get their insights on the different learning questions. A mobile phone-based application Kobo collect was used to develop and deploy the surveys. A total of 317 learners and 307 parents from 12 schools participated in the surveys.

Qualitative Methods

The qualitative methods used include; Key Informant Interviews (KIIs), In-depth Interviews (IDIs) and Focus group Discussions (FGDs). KIIs (12) were conducted for head teachers of the schools that were selected for the study. FGDs (18) were conducted for parents. At least one FGD was conducted in each school with 7 parents. In-depth interviews were conducted with teachers. A total of 34 teachers participated, at least 6 per school.

Sample Size and Sampling

A combination of purposive and systematic random sampling were used. Purposive sampling was used to select 12 schools that were working with the 4 partner organizations in Uganda, Kenya, and Tanzania. At the school level the research team had interest in having representation from lower and upper primary.

Grade 3 was selected for lower primary to enable the team to get older learners that could share their experiences. Grade 5 was selected for upper primary since the higher grades had intense pressure to catchup on learning loss of the COVID 19 pandemic. A sample size of 30 learners was considered per school (15 grade 3, and 15 grade 5).

Systematic random sampling was used to select the learners to participate in the study. The lists of learners for grade 3 and 5 was obtained from the school administration. Separate lists were obtained for boys and girls. The total number of learners was divided by 15 to obtain the nth case, and then a skip pattern was used to arrive at the 15. The selection of parents for the survey was purposive and focused on those whose children had been selected to participate in the study. For the focus group discussion, 7 parents were randomly selected from the list of grade 3 and 5 that participated in the survey.

The selection of teachers followed two steps; purposive sampling of grade 3 and 5 class teachers and random selection of 3 additional teachers that were available at the school.

The SMC were also selected randomly. The enumerator obtained the list of SMC members at the school and the last 5 members on the list were selected.

Table 2: **Summary of study respondents**

Respondents	Uganda		Kenya	Tanzania	Total
	FICH	USDC	GRIC	PWC	
Number of learners	91	46	90	90	317
Number of parents	90	36	91	90	307
Number of teachers interviewed	9	6	6	13	34
Head teacher	3	3	3	3	12

Findings

The following section presents the findings of the survey under the five sub-themes of: communication, connecting learning at home and school, collaboration, decision making and leveraging resources.

Background Information of respondents

Learners

The primary target for the study was learners in grades 3 and 5. Majority of the learners were aged 9 -14 years of age. Overall, there was gender balance in the learners selected to participate in the study. At least 49% of the respondents were female and 51% male. Majority of the learners had no disability for the schools affiliated to FICH, GRIC and PWC. However, 70% of the learners in schools affiliated to USDC had a disability. The main types of disability were physical (50%), hearing (29%), and visual (21%).

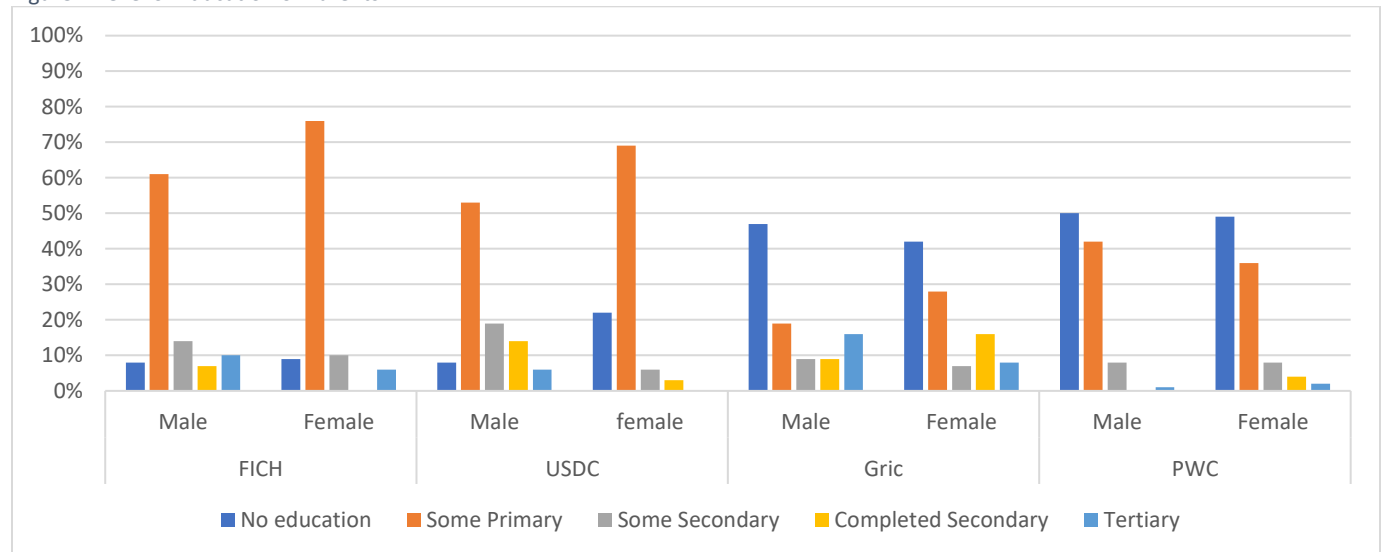
Table 3: Disaggregation of Learners by Gender, Grade and Disability status

Gender	FICH	USDC	GRIC	PWC
Boy	48%	61%	48%	48%
Girl	52%	39%	52%	52%
Learner Grade				
Grade 3	51%	57%	50%	47%
Grade 5	49%	43%	50%	53%
Does the child have a disability?				
Yes	3%	70%	0%	1%

Parents

The representation of parents was also well balanced by gender, majority (over 80%) were married and aged between 31 to 50 years, 7% were widows or widowers, 3% were separated, 3% were single while the rest did not wish to declare marital status. Majority of the parents/guardian had at least some primary school education. Over 40% of the parents of children in schools affiliated to GRIC and PWC had no education. Agriculture (crop and animal) husbandry was the main source of income for the households. Almost all households of parents affiliated to FICH (99%) and USDC (97%) did not have electricity while 52% GRIC and 64% PWC did not have.

Figure 2: Level of Education of Parents



Connecting learning at home and school

Under this component, the study sought to investigate how learning at school and home is connected. The following learning questions were developed to guide the inquiry.

- How are parents resourced to support learning at home?
- How are teachers resourced to support learning at home?

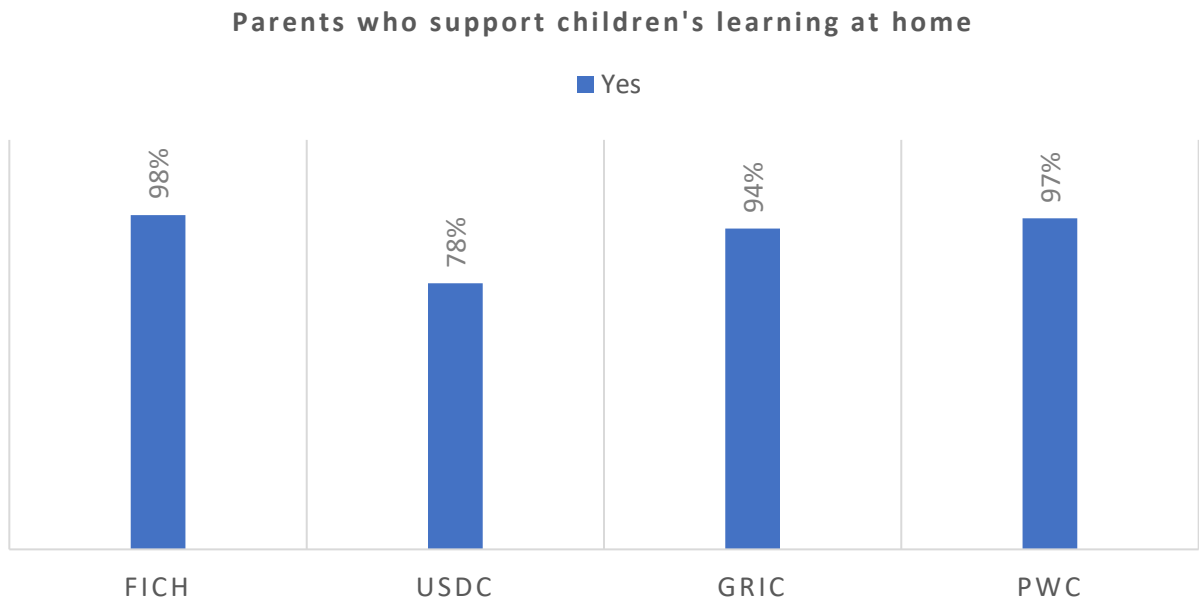
The survey findings revealed that all the partner schools affiliated to USDC, FICH, GRIC and PWC had specific strategies for resourcing parents to support home-based learning at different levels. The strategies used to resource parents to support learning both at home and school are:

- a) Provision of coursebooks and exercise books
- b) Sensitization on the importance of parental engagement in learning during school meetings.
- c) Linking up with CBOs to engage parents & raise awareness on their role in the education of children
- d) Following up on homework done by the children.

For learners with special needs, the schools work with parent support groups to provide guidance and counselling services to enable parents to understand the unique learning and development needs of the learners. The groups also provide a platform for peer learning and support among parents. Teachers on the other hand conduct home visits at least twice a month to follow-up on the learners. This was mainly common with USDC affiliated schools.

In a bid to raise holistic learners, schools organize sports and games where parents are invited to observe and learn about their children's talents and abilities in co-curricular activities. However, less than 15 % of the parents participate in the co-curricular activities organized by the schools.

Figure 3: Parents who support children’s learning at home



The findings revealed that over 75% of parents supported children’s learning at home in various ways. Parents affiliated to FICH took the lead followed by PWC and GRIC. USDC had 78% supporting children’s learning at home as many of them revealed that they lacked assistive reading devices and do not know how to help their children with special needs to read easily both at home and school. Parents do a number of activities to support learning at home. The activities are listed below according to their level of prominence.

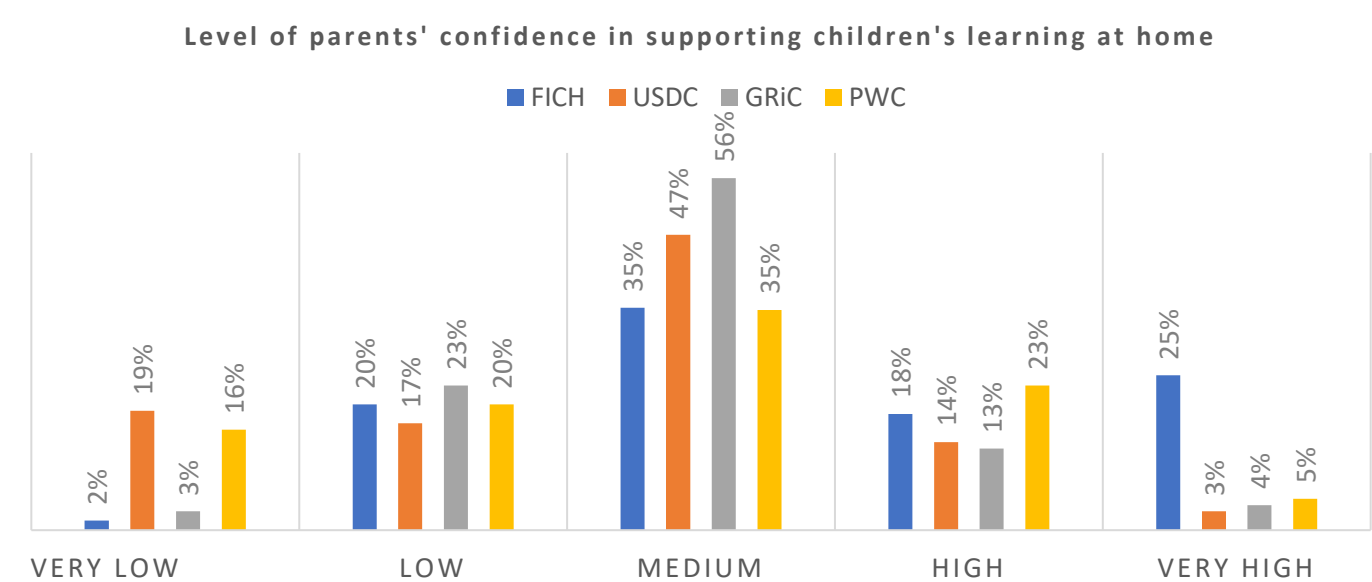
- Having conversations with children about what they are learning
- Teaching life skills and domestic chores
- Making time for children to study
- Providing appropriate space for learning
- Helping with and following up on completion of homework

Helping with homework was the least prominent activity that parents supported since a number of parents had not received any formal education. Parents also reported that changes in the curriculum had made it difficult for them to support their children in doing homework. As a result, a number of parents resorted to creating a conducive environment for learning at home for example providing lamps, learning materials and motivating learners to study.

Parents Confidence in supporting learning at home

Parents were asked to rate their confidence in supporting learning of children at home. Overall, the parents’ level of confidence was moderate. Parents affiliated to FICH had the highest levels of confidence with 25% of them rating their confidence very high whereas parents affiliated to USDC had the least level of confidence with 19% of them rating their confidence very low.

Figure 4: Parents’ level of confidence in supporting children’s learning at home.



Some of the reasons that parents gave for their rating are presented in the text box below.

1. *"I put much effort to see that my children study because I did not study."*
2. *"I'm not educated that much or well learned"*
3. *"The new curriculum i.e. Competence Based Curriculum is not very clear to me."*
4. *"We don't have electricity at home."*
5. *"I can properly read their exercise books and interpret their performance and support where need be."*
6. *"I create time for them to be able to study."*
7. *"I have previous experience in teaching young children."*

Involvement of both parents in children’s learning

The involvement of both parents in children’s learning generally scored above 50%. Parents affiliated to PWC and GRIC had low scores of 52% and 60% respectively for most of the parents were pastoralists who kept migrating from one place to another looking for water and pasture for the cows hence taking long to come back home. They left the engagement in children’s learning to other partners at home.

In addition, the role that mother/female guardian and father/male guardian played in children’s learning was ascertained. Findings found that mothers or female guardians played a major role in children’s learning compared to fathers or male guardians. The role of mothers or female guardians in children’s learning as depicted in the findings is presented in a table 4 below:

Figure 5: Involvement of both parents in children's learning

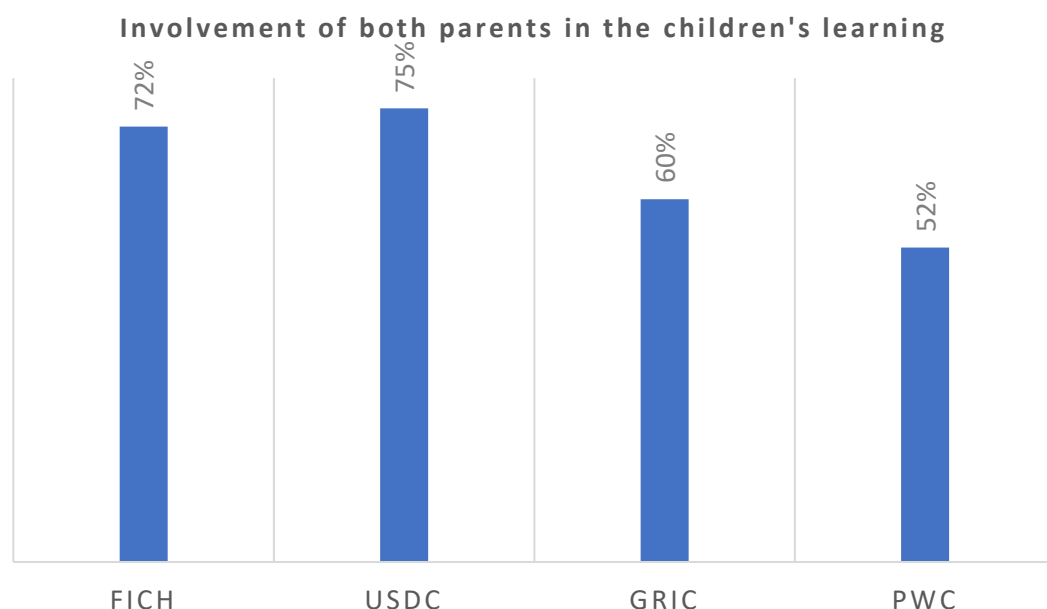


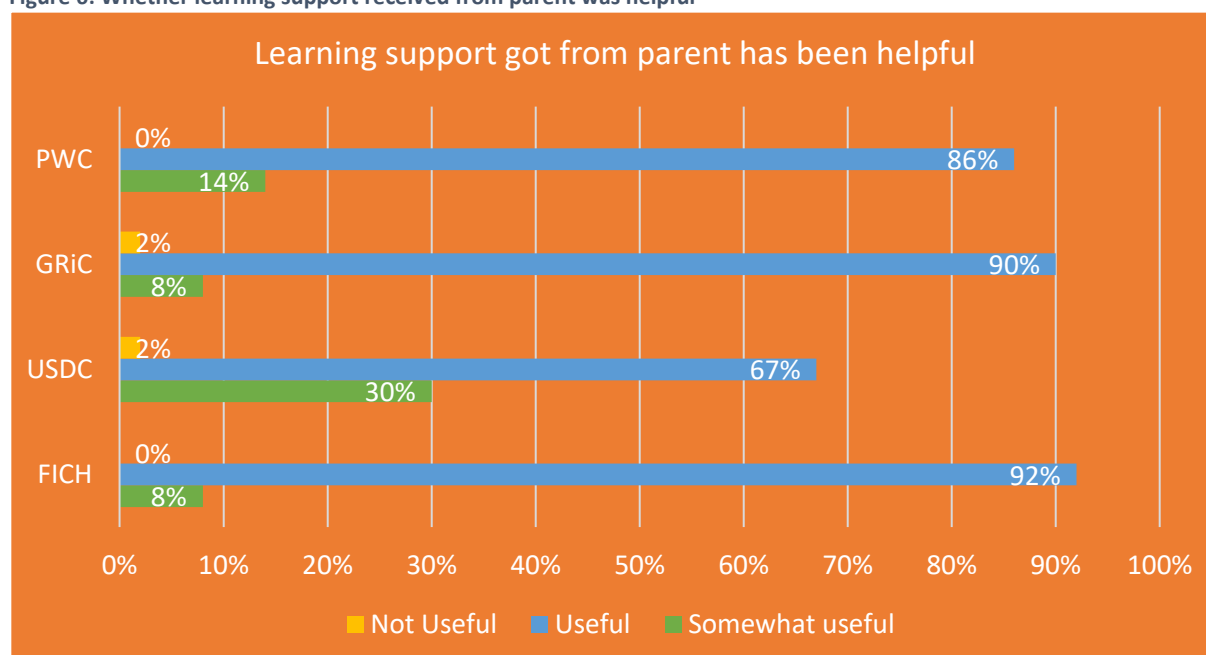
Table 4: Role of the mother/female guardian in children's learning

Role of the mother/female guardian in children's learning.	
❖	Helping in homework and writing
❖	Teaching children proper hygiene especially Menstrual Hygiene Management (MHM) and discipline both at school and at home.
❖	Attending school meetings.
❖	Doing household chores for example, preparing meals for the learners.
❖	Purchasing scholastic materials and uniforms.
❖	Tracking the performance of the child by checking their books when at home.
❖	Creating time and space for learning

Assessing learning support from parents

Over 65% learners revealed that the learning support received from parents was helpful. Important to note is that parents affiliated to USDC had the least score of 67% because many parents revealed that they did not know how to take care of or meet the needs of children with special needs. Also, many learners under USDC revealed that some parents discriminated them against able-bodied children by giving more attention to able-bodied children than those with special needs.

Figure 6: Whether learning support received from parent was helpful



Further still, over 75% of learners who participated in the survey found it easy to share their learning or schooling issues with the parent. Learners from PWC and GRIC affiliate schools had the highest proportion (99% and 88%) respectively whereas those from FICH and USDC affiliate schools were at 85% and 78% respectively. These findings resonate with the learners' perceptions whether they found learning support from parents is helpful. Learners affiliated to USDC scored lowest on both areas. Some of the reasons as to why learners were not free to share their learning or schooling issues with the parents and how parents better support learning at home are tabulated below:

Table 5: Why some learners are not free to share schooling issues and how parents can better support learning at home

Why some learners are not free to share schooling issues.	How parents can better support learning at home.
<ol style="list-style-type: none"> 1. Child is fearful of parents 2. Parents work far from home so they're not always home. 3. Nothing has ever happened at school. 4. School issues are to be settled at school not at home. Home should not be involved. 5. Parents don't have time. They are busy. 6. Parents are old and not interested in child schooling issues. 7. Parents are illiterate and cannot support the child. 	<ol style="list-style-type: none"> 1. Help with the revision studies. 2. Give children more time and space to study. 3. Provide children with reading materials including books 4. Reward children with gifts for good performance. 5. Ensure stable power supply at home. 6. Split the household chores and reduce that burden for everyone including the children. 7. Counsel children especially during the school term 8. Reduce on the seasonal movement especially the pastoralists. 9. Get employed to better support the family financially.

How teachers are resourced to support learning at home

The findings show that teachers continue to be central in supporting learning at school and home. The strategies used by partner schools to resource teachers fall in four categories;

- i) Organizing meetings to enable teachers engage with parents
- ii) Capacity development sessions for teachers.
- iii) Supporting teachers perform their role.
- iv) Routine Home visits – emphasized for learners with special needs.

Structured meetings are planned for at least once a term where parents, teachers and children hold joint conversations. This was common practice among all the schools. Teachers are also encouraged to reach out directly to parents through phone conversations or physical meetings to discuss emerging issues.

Only one school reported to have specific capacity development sessions for teachers to improve teaching methods and learner engagement- *MMEWAKA “Mpango wa Mafunzo Endelevu kwa Walimu Kazini” – Engaresero Primary school.*

Schools provided ongoing monitoring and quality assurance support to teachers to enable them perform their roles. The support includes ensuring teachers have lessons plans, providing teaching materials and follow-up of homework, welfare initiatives for teachers such as lunch program.

The other strategies that were adopted by partners include; Teacher – learner attachment for helping children that have difficulty in reading and writing. The strategy was adopted in FICH partner schools. Teachers were paired with children who were weak in certain areas to help them improve and catch up with the rest of the class. Teachers in a GRIC partner school – Imbukio P.S run a similar catchup program where they facilitate remedial classes in evenings, early mornings, and Saturdays to improve performance of learners.

Collaboration

Learning Questions

- What are the mechanisms of collaboration between the parents and schools and how have they worked?

The findings revealed that a number of collaboration mechanisms existed between parents and schools.

- Participation of parents in specific class and school events- findings revealed that parents attended class day meetings, co-curricular activities such as sports day where they witnessed their children compete in various field sports and used such avenues to motivate them to study hard. Some schools affiliated to FICH, GRIC and USDC used such avenues to organize sports competitions between parents and teachers as a way of cementing the parent-teacher relationship.
- Contribution to school development fund – findings revealed that this was across all four organizations. Parents contributed towards the renovation or building of school infrastructure including school toilets, piping water to the school compound, contributed building materials like stones and cement to finish school infrastructure and building teachers’ houses.

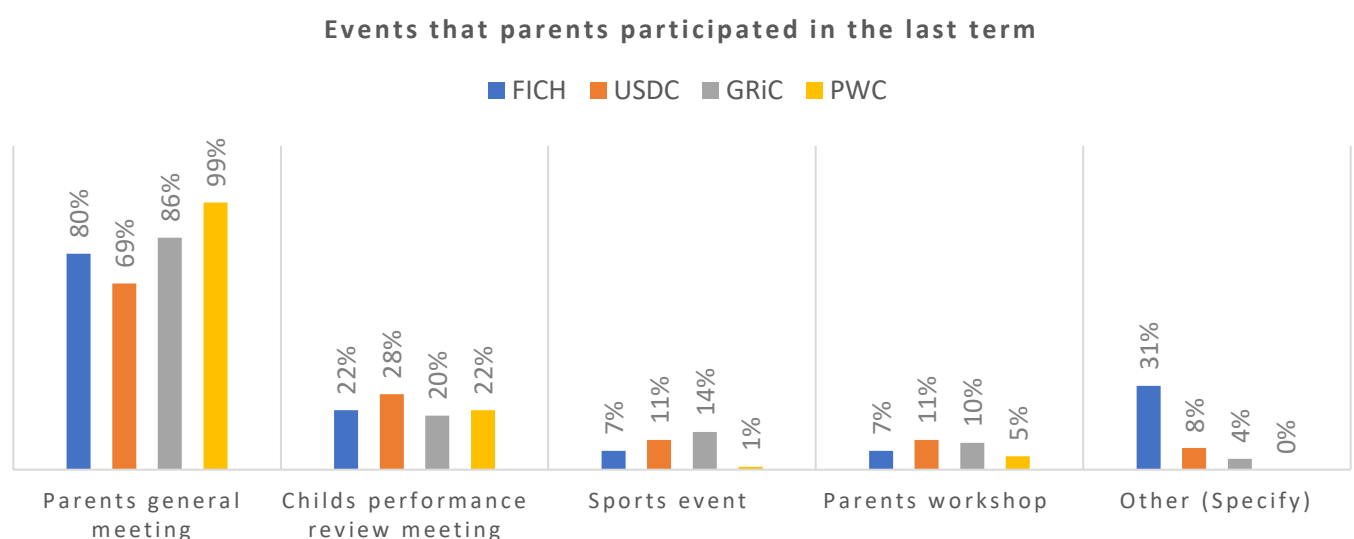
- Learner – Parent – Teacher Performance review sessions – findings revealed that all the organizations had performance review sessions of learner, parent and teacher together. However, two (2) schools under FICH reported to have few to none of these sessions.
- Parents involvement in raising funds for teachers (BOM/Intern teachers) – findings revealed that few organisations in the survey had parents involved in raising funds for intern teachers and Board of Management (BOM) members.

Parent Participation in School Events

Parents were asked whether they participated in any school events in the last term of 2022. Over 60% of parents reported that they had participated in the events. GRIC and PWC had the highest proportion (87% and 86%) respectively whereas USDC and FICH had 83% and 61% respectively. Parents affiliated to FICH raised a number of reasons that hindered their participation. Schools like Lelaolok Primary School had taken long without calling for any meeting. Some parents also reported that there was a poor relationship with teachers and that they did not feel connected. This was attributed to personal conduct of some teachers in the community.

The events that parents participated in include: Parents general meeting, Childrens performance review meetings, Parents workshops and sports event. Other events that parents participated in the last term as seen in figure 6 below include: attended SMC meeting; building of teachers' houses; attended prayers for P.7 or class 8 candidates; participated in the piping of water to the school compound; and music, dance and drama. The parents general meeting was the most attended with over 69% of parents reporting to have participated. Almost all parents affiliated to PWC (99%), GRIC (86%) and FICH (80%). It was surprising to note that USDC had the least proportion of parents that participated in the general meetings despite the deliberate interventions made by the affiliate schools for parents of children with special needs through their support groups. However, USDC affiliated parents participated more in scheduled Children performance review meetings and parent workshops.

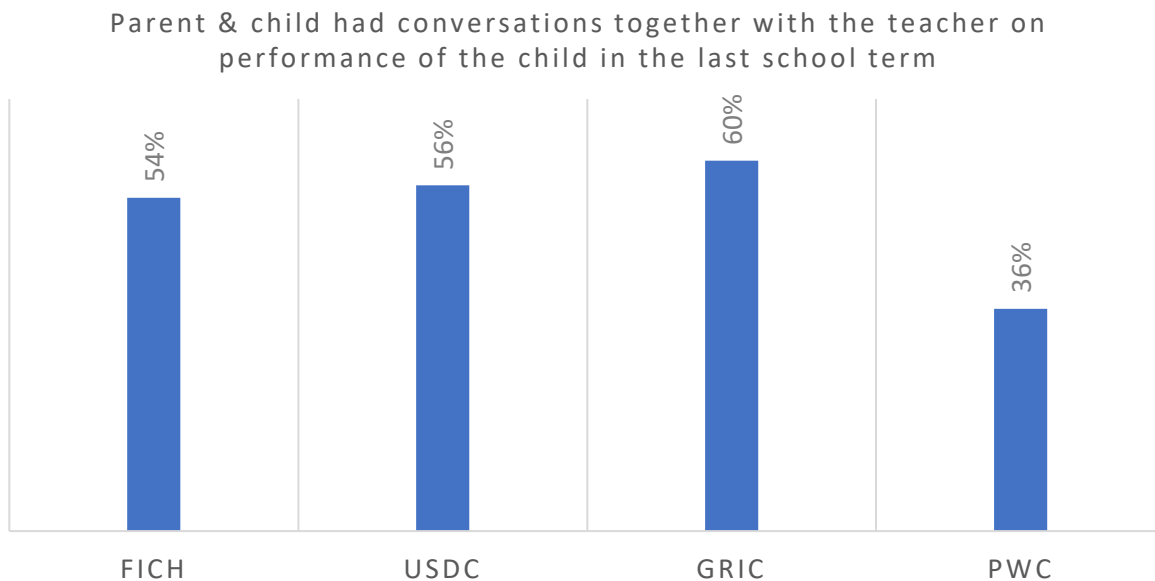
Figure 7: Events that parents participated in in the last term



Learner – Parent Teacher Performance review

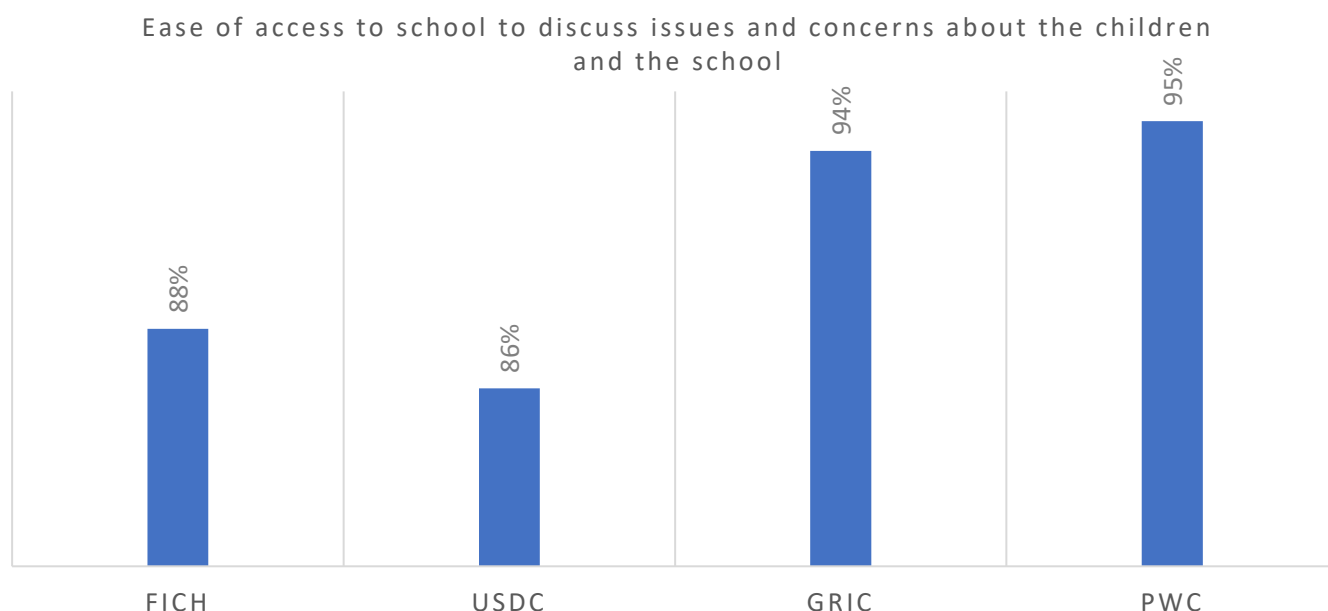
Learners and parents were asked whether they had conversations with teachers on the performance of children in the last term. Analysis of the results showed that majority of the learners did not discuss their performance with the teacher and parent together. Learners under GRIC (60%) took lead in this followed by learners under USDC (56%) and FICH (54%). Learners under PWC had the lowest score 36%. Further analysis of the findings shows no correlation between parent participation in the conversations and their education level. Fifty percent (50%) of the parents affiliated to GRIC reported to have had no education and yet 60% of them participated in these conversations.

Figure 8: Parent, child and teacher had conversation on child's performance in the last term



Parents were further asked about ease of accessing the school administration to discuss issues and concerns about the children and the school. Over 86% of the parents confirmed that it was easy for them to access the school administration. PWC (95%) and GRIC (94%) had the highest proportion of parents that confirmed.

Figure 9: Ease of access to school to discuss issues and concerns about the children and the school



Parents affiliated to FICH and USDC complained about the schools not being accessible for a number of reasons including: poor relations with teachers, and demand for facilitation fees from parents before talking or approaching them to discuss child performance making it hard for parents who can't afford such fees to talk about child performance issues with the school.

Other reasons for why some parents had difficulty in approaching the school to talk about child performance issues are listed below:

- Teachers are hard to find due to a busy schedule.
- Parents are busy with work.
- The school does not communicate to the parent.
- School is far from the home of the child and parent.
- Parent does not understand the language spoken at school – this was evidenced in Moipei and Noosidan Primary Schools in Kenya.
- School has a new headteacher whom parents are not familiar with.
- Existence of school wrangles between the foundation body¹ and the community.

Relationship between Parents and Learners

A number of statements were asked to learners to better understand the relationship between learners and parents. The statements sought to investigate child perceptions on whether;

- They feel their guardian care about them
- Happy about how their guardians treat them
- Parents/Guardians ask for their input or assistance

¹ These are affiliated with religious institutions particularly the catholic or protestant church

Figure 10: Learner perceptions on whether parents/guardians care about them

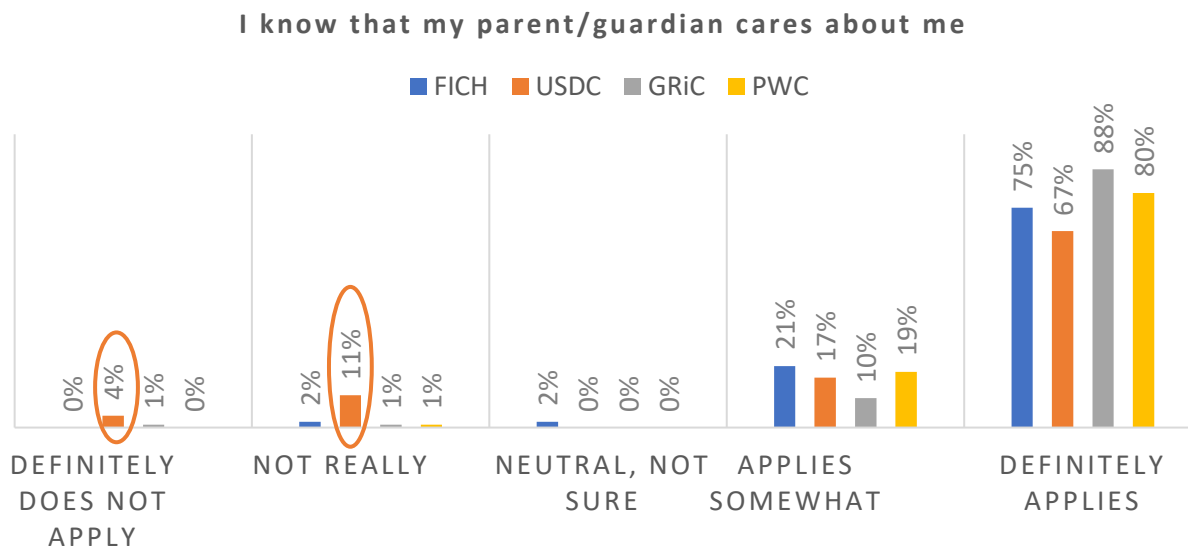
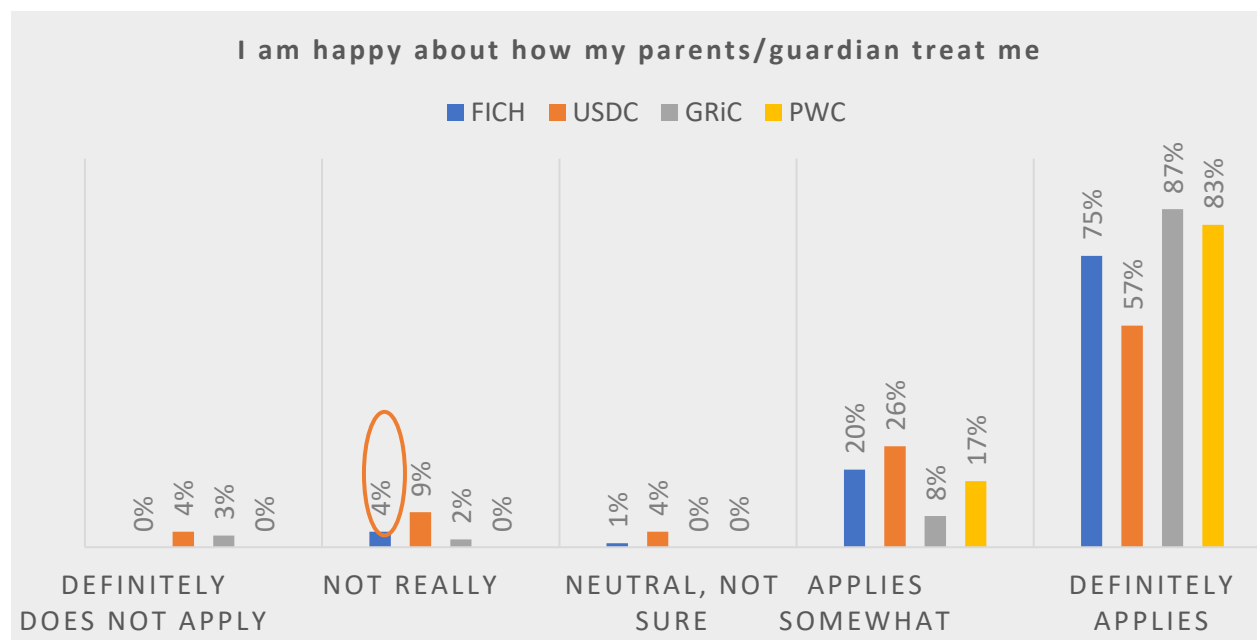
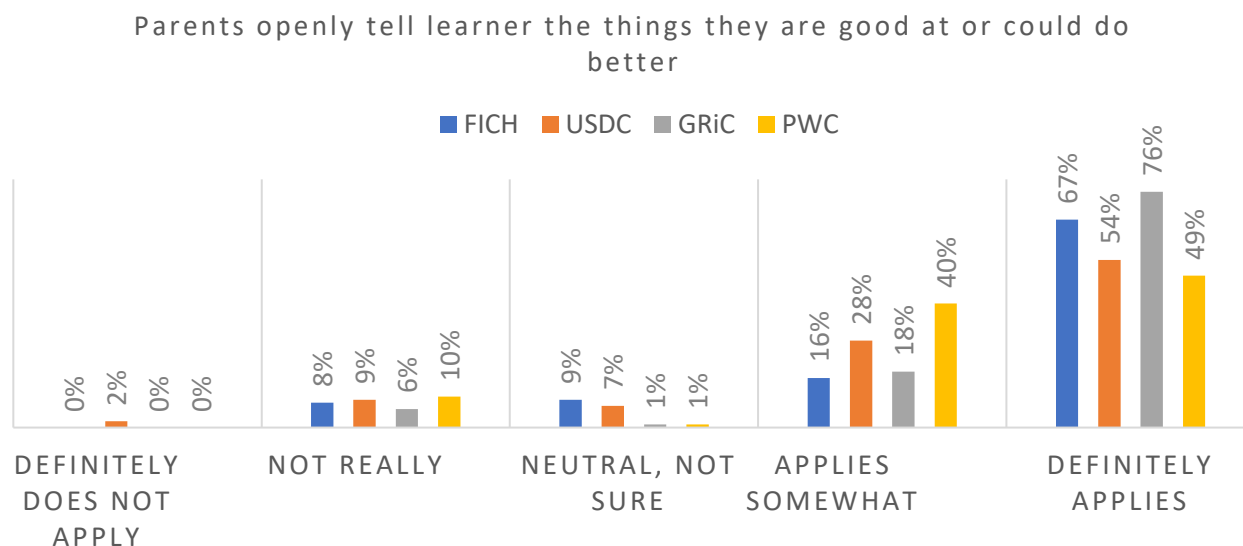


Figure 11: Whether Learners are happy with the way parents/guardians treat them



Majority of the learners felt that their parents/guardians care about them. Over 15% of learners under USDC as shown in figure 10 above revealed that they did not feel that their parents/guardians cared for them and 13% as presented in figure 11 were not really happy about how their parents or guardians treated them. The learners were concerned that they were not treated the same as other able-bodied children and they felt that they were a burden to their guardians. They also felt that their guardians were not keen on keeping them in school. This finding resonates with that on parents supporting learning at home where parents with children with special needs reported that they did not know how to take care of or look after them. They at times discriminated them, favoring children without special needs.

Figure 12: Parents openly tell learners things they're good at



Majority of the parents reported that they openly told learners the things they're good at or could do better in a bid to motivate them to study hard and excel in their performance. Further analysis of results for parents affiliated to USDC show that despite the perceptions of their children, majority (82%) confirmed that they provide reinforcement to the learners to appreciate what they are good at and how they can do better. The study didn't not investigate how effective the reinforcement from parents was. However, evidence from literature shows that this reinforcement builds the confidence of learners.

Parent - Teacher Relationship

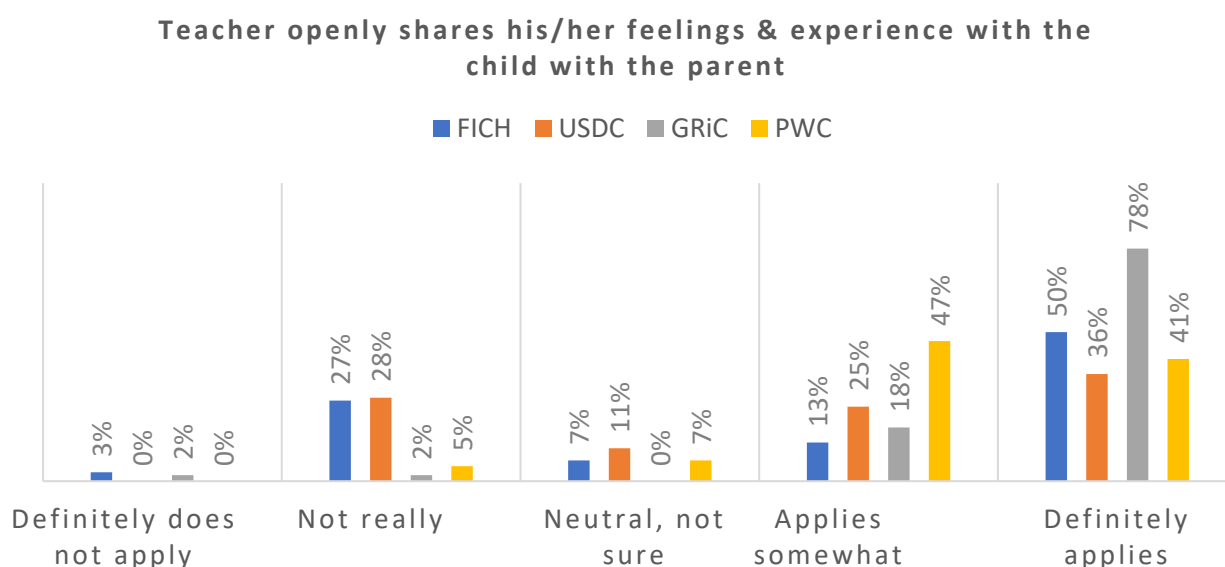
The study sought to investigate how parents and teachers collaborate in supporting learning of children and home and school. Parents were asked whether teachers openly share their feelings and experiences with their children. Majority of the parents, over 61% revealed that teachers openly share their opinions and experiences with their children. GRIC (96%) had the highest proportion of affiliate parents that reported to openly receive opinions from teachers about their feelings and experience with the children. On the other hand, parents affiliated to USDC (27%) and FICH (30%) reported that teachers did not openly share their experiences with their children. The parents shared a number of reasons that include the following:

1. Parents from FICH especially Lelaolok and Angweta Primary Schools complained about the lack of cooperation between parents and teachers.
2. Parents under FICH reported that some teachers are rude to them making it hard for such conversations to be held.
3. Some teachers from USDC reported that the qualified inclusive teachers are few yet learners are many making it hard for teachers to hold conversations with parents about their feelings and experiences with the child with the parent.
4. Parents under FICH affiliated schools reported that schools are yet to create time through meetings for parents to meet and hold conversations with the teachers about their experiences and feelings with the child.

5. Some parents under PWC schools reported that they don't have time to hold such conversations with the teachers for they are pastoralists who keep moving from one place to another and take long to visit schools.

These findings further revealed the concern that some parents affiliated to FICH shared on their relationship with teachers. The concern not only hindered parent participation in school events but also affected openness of teachers to share experiences about their children. These findings show that teachers strongly influence collaboration between parents and schools and have the potential for locking out parents from important conversations and events on learning of their children.

Figure 13: Teacher openly shares his/her feelings & experience with child with the parent



Communication

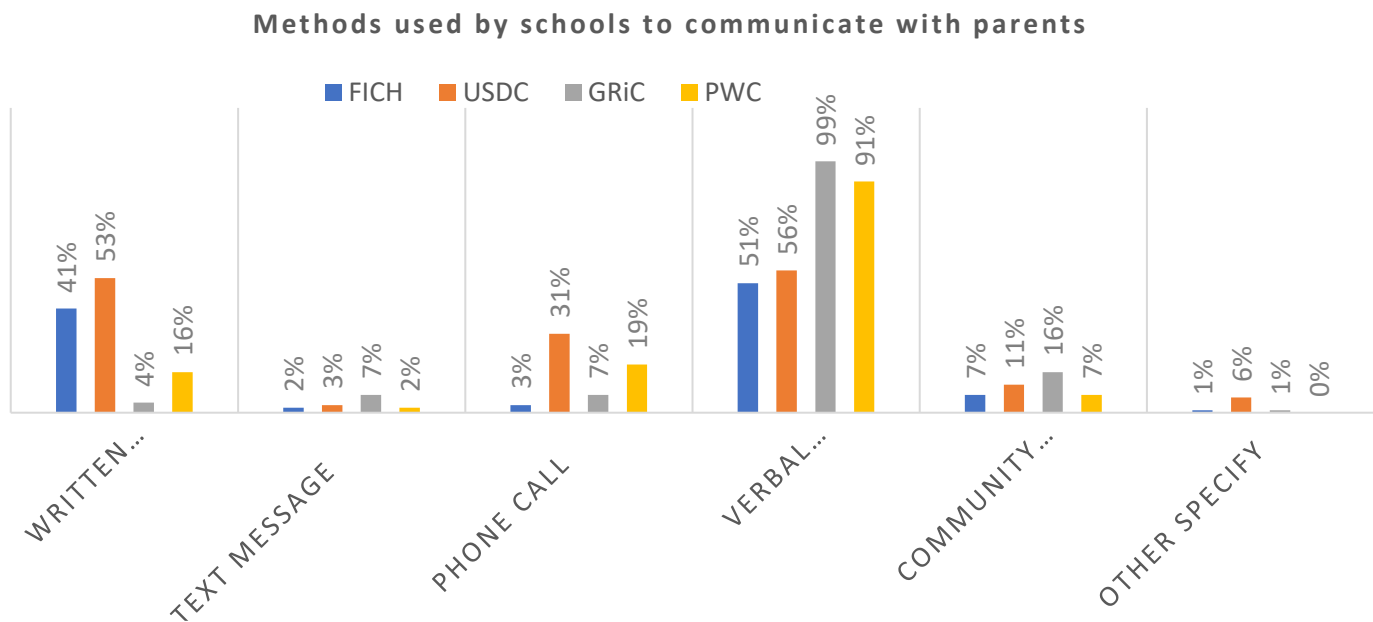
Learning Questions

- What are the mechanisms used by schools to share and seek information from parents and schools?
- To what extent are the communication channels inclusive and how do they integrate feedback from parents?

Communication Channels

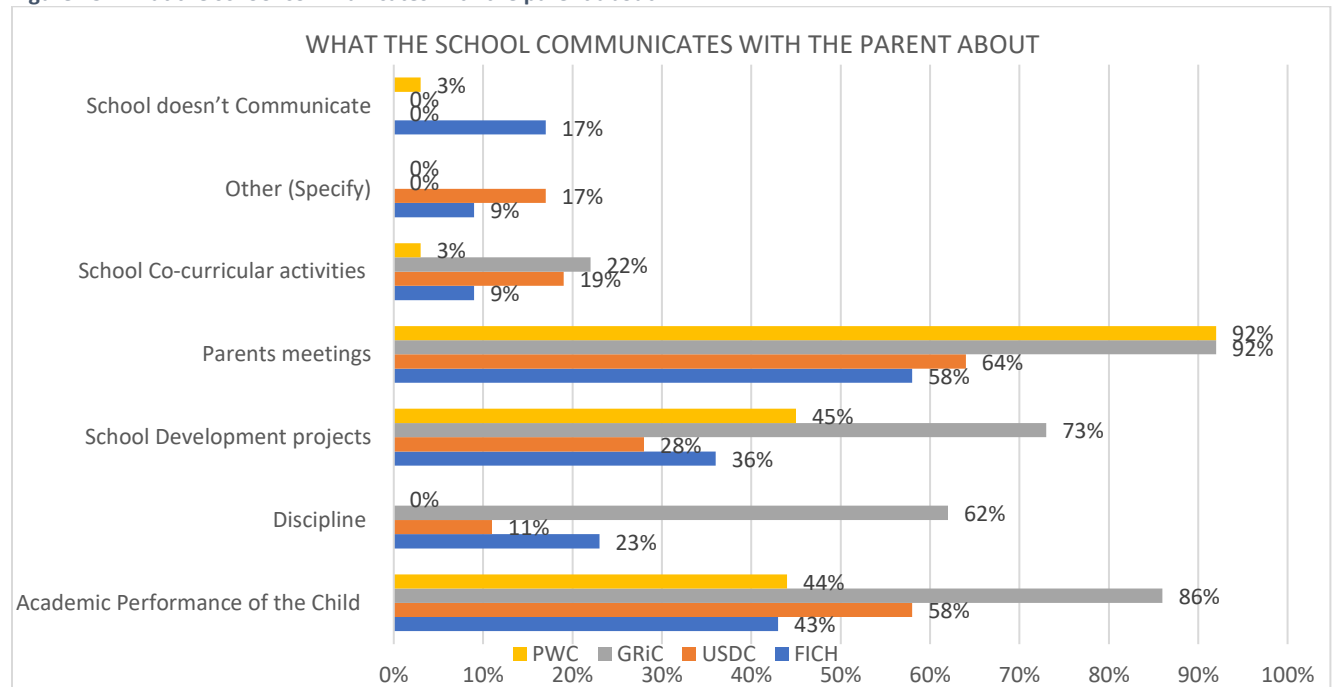
Overall all the partner schools had multiple communication channels that they used to reach out to parents. The use of Verbal communication through learners was the most dominant method used across the schools. Majority (70%) of parents reported that they were able to share feedback with the schools. Evidence shows that the channels for feedback are mainly tagged along school activities that are held once or twice a term. This limits the effectiveness of the channels in providing parents with feedback.

Figure 14: Methods used by schools to communicate with parents



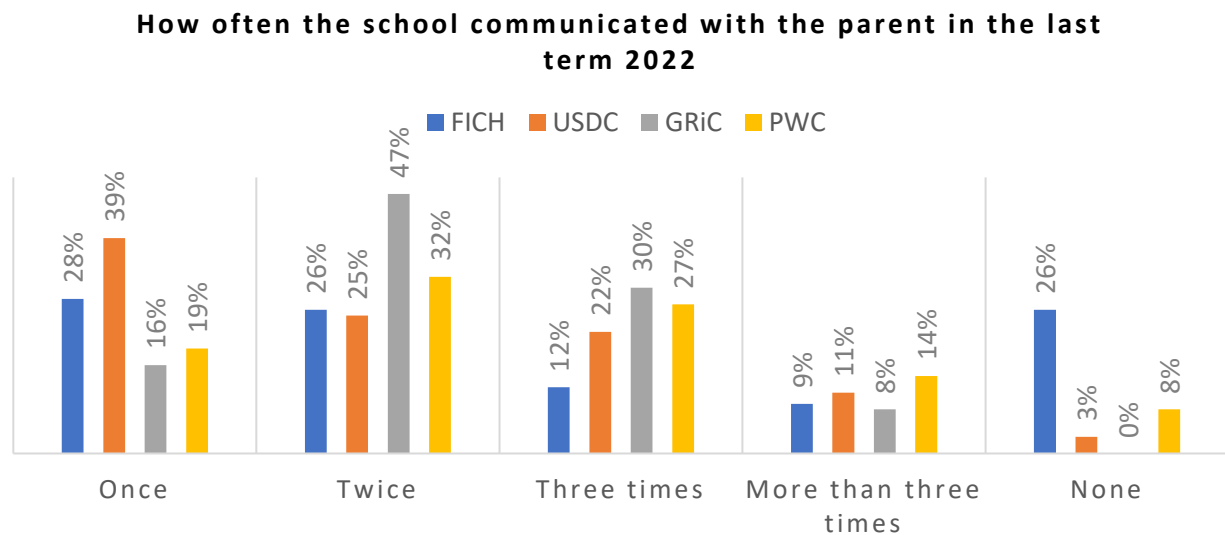
The partner schools mainly used verbal message through the learners followed by written memos or letters, phone calls and community gatherings to communicate with parents. The other methods used were: through radio announcements, church gatherings, and through the leadership of the parent support groups – specifically for USDC affiliated parents. The main issues that schools communicate with parents about include; Parents’ meetings, academic performance of the child and school development projects. Some parents affiliated to FICH (17%) and PWC (3%) reported that the schools do not communicate with them about anything. The concern was mainly raised by parents from Angweta Primary school. It is important to note that parents from the same school also raised a concern on the relationship between parents and teachers presented in the previous section on Parent – teacher relationship.

Figure 15: What the school communicates with the parent about



Parents were asked about how often the schools communicated with them in the last term of 2022. Majority of the schools confirmed that parents communicated with them either once or twice in the last term of 2022. Parents also reported that some schools had communicated with them more than three times (almost monthly) during the term. However, cases of no communication were also reported by Parents affiliated to FICH (26%), PWC (8%), and USDC (3%). Parents affiliated to Angweta Primary school were particularly concerned that no parents meeting had been held by the school for the last three years. The gap in meetings could be partly attributed to the COVID 19 pandemic that interrupted the mainstream school calendar for over year.

Figure 16: Frequency of the school communication with the parent

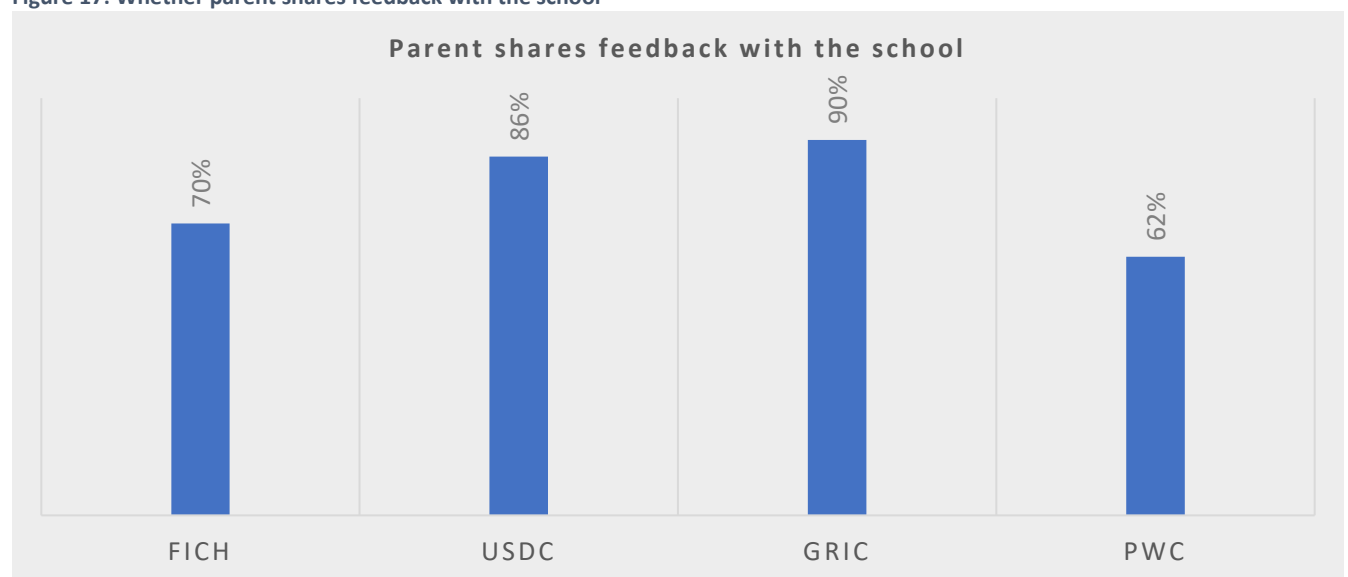


Mechanisms for Parents to share Feedback with Schools

The study sought to investigate the extent to which the communication channels between the parents and school are inclusive and how do they integrate feedback from parents. The parental engagement framework proposes that establishing and strengthening two-way communication between parents and school for shared understanding and decision making leads to improved learning.

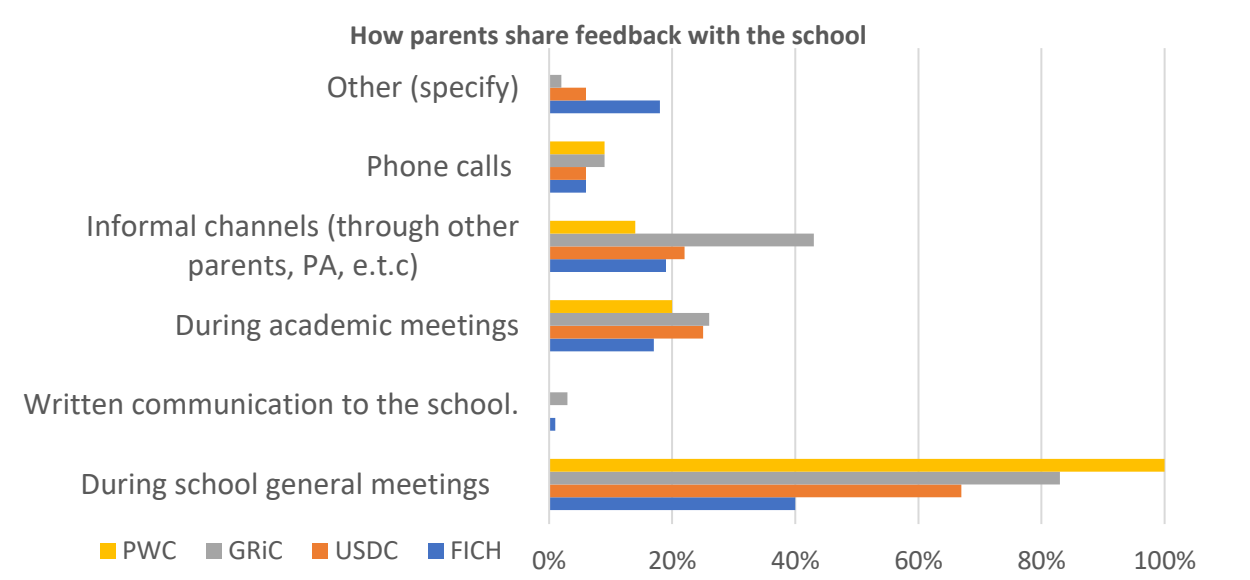
Majority of the parents (over 60%) reported that there was two-way communication between the them and the schools. The parents had opportunities for sharing feedback on the communication they received. GRIC and USDC had the highest proportion of affiliated parents that confirmed to share feedback. Parents affiliated to PWC reported that they found it hard to share feedback since the schools were far from home and their commitments did not allow them to follow up on feedback.

Figure 17: Whether parent shares feedback with the school



The parents identified a number of channels that were used to share feedback. These included; School general meetings, academic meetings, and informal channels such as the PTA and through Parent leaders. These channels were also confirmed during the KII interview with the headteachers. The main channels identified were events that only provide opportunity for parents to share feedback once or twice a term when scheduled meetings are organized at school. The findings presented on frequency of communication in the previous section also confirm that schools communicate once or twice a term with parents. This implies that parents might be missing out on providing schools with feedback on communication that is shared outside formal meetings. It is important to note that verbal communication was identified as the dominant method used by schools but channels for providing feedback on communication through this method and others such as written memos are not clear. For schools where parents have issues with relationships with teachers, feedback is likely to be further compromised as some parents keep away from school events that provide the main channel for feedback.

Figure 18: How parents shared feedback with the schools



Decision Making

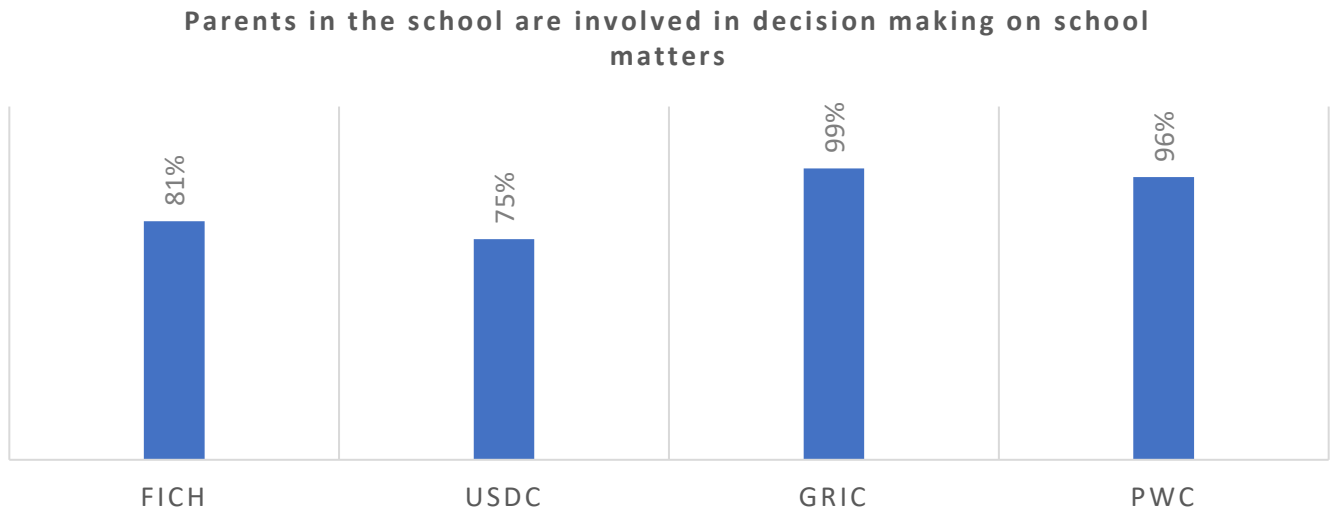
Learning Questions

- To what extent do parents and community members feel welcomed to participate in decision making processes at school

Overall, parental involvement in decision making was high. Over 75% of parents reported to be involved in decision making process at school. Several platforms were available for parents’ involvement in decision making such as: Parents meeting with school administrators, parent representatives in school bodies such as Senior Management Committee (SMC); and Board of Management (BOM). Other ways that the schools involved parents in decision making are: Annual general meeting and Parent Support Groups. GRIC (99%) and PWC (96%) had the highest proportion of affiliated parents that reported to have been involved in decision making processes whereas FICH (81%) and USDC (75%) were involved. Some of the key decisions

that parents participated in were on fundraising for salaries for intern teachers, and rolling out remedial classes for learners in grade 3 – 7 among others.

Figure 19: Involvement of parents in decision making on school matters



Leveraging Community Resources

The Parental Engagement Framework defines Community resources as cultural, social, human and experiential knowledge and skills – in addition to the existing structures that have operated in the communities. Mapping resources provides opportunity for identifying assets in the community among parents, local community structures, business entities, political and governance structures among others. The framework proposes that Sharing resources identified and mapped is the key to the family, school and community maximising the potential for children to learn and develop.

Learning Questions

- How has the school collaborated with community organizations and businesses in their ecosystem support school activities?
- What collaborations need to be developed in this community for the school to be seen as an agent/hub for learning and change?

Findings revealed that school administrators were aware of a number of resources in their communities. Some of the resources identified include; Religious Institutions, Political and governance structures, Businesses, Parents, NGOs/CBOs, and Government programs among others. The resources contributed to well-being of the children (health & nutrition, sports, spiritual wellbeing, practical skills - agriculture). Parents continue to be main contributors and drivers of school development activities though some schools and developed partnerships with NGOs/CBOs on strengthening parental engagement.

School continues to be a key resource as a number of communities get more out of school than they give. A number of schools provided the main source for water supply in their communities, in addition to space for hosting community events.

Parent representatives at SMC/PTA and at class/grade level were an important channel for engaging parents in school activities. The class representatives are in constant communication with the school

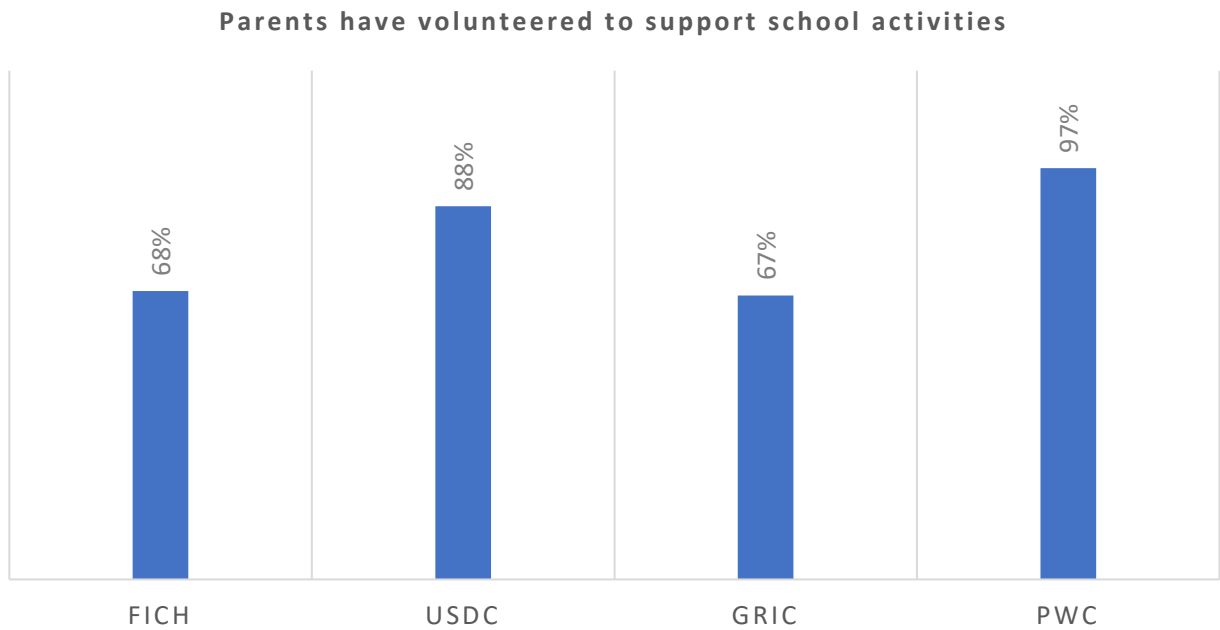
administration, hence are a resource in mobilization of parents to volunteer on school development activities.

Participation of Parents in School Development Activities

Over 69% of parents in partner schools reported that the schools created opportunities for them to volunteer to support school activities. PWC and FICH had the highest number of affiliate parents that confirmed (77% and 76%) respectively, whereas 71% and 69% confirmed for FICH and USDC. The parents (over 65%) further confirmed that they had participated in several volunteer activities on school development presented in the table below.

Activities that parents volunteered in in schools
1. Volunteered in the building of staff houses
2. Contributed to school development fund.
3. Repaired the school water source.
4. Contributed to the meals of learners.
5. Participated in the building of the school toilet and fence.
6. Contributed furniture, toiletries to the school.
7. Supervised and mentored some learners.
8. Transported learners for sports and games.
9. Funded a teacher’s burial.

Figure 20: Parents have volunteered to support school activities



Involvement of Other Community Structures in School Development

Religious institutions specifically the church stand out as a key resource in at least 5 of the 12 schools. Head teachers reported that the church played an important role in guiding and counseling learners. In one of the schools (Anai), the church also constructed a bore hole to enable learners have access to safe

water. The head teachers acknowledge the influence of the church in their communities but had not explored how their influence could be leveraged to mobilize stakeholders in the communities to support school activities.

Partnership opportunities identified and harnessed

- Alumni of Imbuko Primary school were engaged in mentoring of learners
- The schools affiliated to USDC developed partnership with Plan International and Kenya Commercial Bank to provide learning materials.
- Schools affiliated to PWC Identified some partnerships with the village government and an organization Alex Walker that contributed to classroom renovation/construction. In another school, Thompson built teachers houses & PWC helped to hire 1 teacher to teach literacy.
- Schools affiliated to USDC identified opportunity of working with the District education department to share reports to have more teachers, toilets for learners and classrooms. They also identified existing partnerships with the church that supported toilet construction and USDC that trained teachers on inclusive education.
- Alidi primary school engaged education committees at local council levels to support mobilization for school meetings and provide motivational talks. Retired civil servants had also been engaged to share experiences with children.
- The schools are also an important resource for their communities. Three (3) schools in Uganda and Kenya had bore holes that are shared with the local communities.
- Schools reported receiving funding from central government; UPE and CDF grants that have been invested in development projects.

Schools are working NGOs and CBOs to create awareness on parental engagement. The partnerships with NGOs/CBOs fall into two categories; i) one off partnerships that target specific interventions e.g procurement of equipment such as solar systems and construction of classroom blocks; ii) extended partnerships that build short to medium term relationships with schools targeting interventions on awareness raising on parental engagement, sponsorship of children, strengthening parent support groups among others. The schools work closely with SMC and PTA that connects them to the communities. The parents and BOM sometimes employ their own teachers to fill the gap.

There is a deliberate intervention in schools with children with special needs to develop capacity of Parent support groups. These groups bring together parents of children with special needs and provide guidance and counselling for parents to understand unique needs of their child and support their learning journey accordingly. Partners such as USDC have been pertinent in raising awareness of inclusive education and in providing a platform for parents support groups to amplify their voice on learning and development needs of children with disabilities right from district, sub county, community and school level.

Conclusion

Overall, the PE&E framework developed by the SIG was suitable and the outcomes developed resonated with the ongoing initiatives that were either being implemented directly by the schools on their own or with support from partners organizations.

All schools had rolled out strategies for resourcing parents to support learning at home. Parents irrespective of their education status embraced support to learning at home in different ways from providing a conducive environment for children to learn to supporting in homework for those that had some education. The mothers played a key role especially in the pastoral communities where GRIC and PWC had interventions.

There was deliberate effort by schools through teachers to follow up learning of children with special needs through scheduled home visits. Schools also worked with support groups to provide guidance and counselling services to parents on learning and development requirements of children with special needs.

Strategies for support to teachers were mainly tailored to monitoring and quality assurance to ensure they perform their tasks and facilitating their engagement with parents. However, there was limited focus on deliberate capacity development initiatives for the teachers to improve their methods of work.

There is collaboration between parents and schools through participation in school events; academic, co-curricular and school development activities. Parents showed some enthusiasm for participation in the academic and school development activities but their involvement and support of co-curricular activities was very low.

The findings show that teachers strongly influence collaboration between parents and schools and have the potential for locking out parents from important conversations and events on learning of their children. The lack of an appropriate relationship between parents and teachers in some schools affected parent participation in school events.

The relationship between parents and learners is generally good though there were cases of learners with special needs that did not feel that their parents/guardians cared for them and were not happy about how their parents or guardians treated them. The parents on the other hand expressed lack of knowledge on taking care and support them in their learning.

Two-way communication using various channels was evident. Parents feel that they are able to provide feedback. However, the primary channels that parents use to provide feedback are school events that happen once or twice a term. This implies that parents are missing out on providing schools with feedback on verbal communication yet it stands out as the dominant method used by the schools.

The schools harnessed diverse community resources that contributed to well-being of the children (health & nutrition, sports, spiritual wellbeing, practical skills - agriculture). Parents continue to be main contributors and drivers of school development activities completing the financial resources that come from government. Schools were intentional about parental involvement in development activities and worked through SMC to get parents' support. However, there was no evidence of deliberate strategies for mapping other resources in the community to support the schools. Ongoing partnerships with NGOs/CBOs seem to have been initiated by them. As a result, schools are missing out on diverse opportunities in their communities.

Recommendations

- There is need to acknowledge and build on parents' efforts to support learning at home irrespective of their education status. This could be achieved through mapping strategies on how

parents from different backgrounds can support learning of children at home and communicating them using different channels; parent workshops, school, and local community channels.

- Develop capacity of parents to understand holistic learning for children beyond literacy and numeracy through facilitating parent workshops and sharing resource material on how they can engage learners in acquiring social emotional and life skills.
- Facilitate sessions with School Administrators and teachers to build consensus on interventions to support learning outside school and equip teachers with the capacity and materials to promote the interventions.
- Develop strategy for seeking feedback from parents and learners on their relationship with the teachers. This could be through integrating parent – teacher sessions during the parents’ general meetings.
- Broaden the channels for receiving feedback from parents beyond formal meetings organized by schools. Parent representatives at class level provide an opportunity. Their role could be strengthened to initiate targeted conversations with parents to receive feedback on school communication.
- Develop resource material and facilitate co creation sessions with school administrators, SMCs/BOM, and parents to map resources in the school ecosystem, identify how the resources can add value to the school activities and develop action plans to harness them.
- Support Parent Support Groups to map learning and development needs for learners with different types of disability and orient parents on how they can take care of them.

Annex

Annex 1: Monitoring Evaluation and Learning Framework

Intermediate Outcomes	Indicators/Signs of change		Data Collection methods	Frequency
	Quantitative	Learning Questions		
Improved learning Outcomes (Literacy and numeracy)	Proportion of children that show improvement in learning	How does parent, teacher and community engagement influence learning outcomes	Review Literacy & Numeracy Test scores, Life skills Assessment	Annual
Improved social emotional competencies among children	How does Parental, Teacher Community engagement influence acquisition of social emotional competencies in children		Learner Survey, Parents survey	Annual
Children demonstrate 21 century skills	How does Parental, Teacher Community engagement influence acquisition of desirable 21st Century skills		Life Skills assessment	Annual
Reciprocal communication between Parents and school using a diverse methods to regularly seek and share information.	To what extent does reciprocal communication influence parental engagement in learning of their children		Learner & Parents Survey Administrator Survey	Quarterly
Strengthened Collaboration between Parents, and schools to support learning of children	Does collaboration between parents, and teachers impact on learner attendance and class participation		Classroom Observation/ Teacher survey	Quarterly
	Parents feel welcomed and have a Sense of belonging at school.		Parent Survey Administrator Survey	Quarterly
	To what extent are parents engaged in school activities		Administrator Survey	Quarterly
Enhanced capacity of parents to relate with children and support learning of children at home	Proportion of children & parents that report increased involvement of parents in supporting learning		Learner Survey, Parents survey	Quarterly
	Extent to which relationships between children and parents are cordial to facilitate meaningful engagement for learning.		Parents Survey	Annual
Enhanced capacity of teachers and parents to support homebased learning	Proportion of teachers that supported homebased learning in last month	School has an ongoing program to support and assess Home based learning	Teacher Survey	Quarterly
				Annual
Enhanced capacity of teachers to engage parents	Proportion of parents that report to be satisfied with teacher engagement		Parents Survey	Quarterly

Parents and community members participate in decision making processes about learning of children, school policy, and community building initiatives	Proportion of Parents and Community members participating in decision making forums at school level	Perception of parents on opportunities for voicing their concerns in decision making process at school		Quarterly
			Parents Survey	Annual
Community resources are recognized and harnessed to support learning and school development	The nature and type of collaborations between parents, schools and communities	To what extent does collaboration Between schools and Community institutions influence learning programs at school.	Parents Survey	Annual
			Teacher Survey	Annual
			PE&E Assessment Rubric	Annual

Annex II: Data Collection tools

Learner Survey: LS_001		
<i>NB (only for Enumerators): Please first secure the consent of the participants before filling the questionnaire. Remember to ask all questions unless there is an instruction to skip. All answers for pre-coded questions must be coded by circling the response given. For open-ended questions, you are required to write the responses in the space provided. Do not prompt unless the instructions say so. Remember to check the questionnaire for completeness and thank the participant at the end of the discussion.</i>		
Background Information		
Date:		Enumerator initials:
Team leader initials:		
	Country	1.Kenya 2.Uganda 3.Tanzania
	District/Province	
1	Sub-county	
2	Ward/Parish	
3	Village	
4	Full name of the child	
5	Name of the school the child attends	
6	Age (Age as of last birthday)	
7	Gender	☐ a) boy ☐ b) girl
8	Grade	

9	Does the child have a disability	Yes No
1	If yes, specify	Hearing Speaking Physical Mental Other (please specify)

A. Questions		
LEARNING AT HOME		
11.	Do you feel there is a need for parents to support learning of their children at home?	☐ 1). Yes ☐ 2). No
12.	Please share the reason for your response above?	
13.	What do your parents do to support your learning or studying at home?	☐ 1). Conversations with children about what they are learning ☐ 2). Helping with homework/following up on homework completion ☐ 3). Making time for children to study ☐ 4). Providing appropriate space for learning. ☐ 5). Teaching life skills (e.g. washing clothes, brushing shoes, time management) ☐ 6). Other (please specify) ☐ 7). None
How often do your parents/guardian support your learning at home? Ask the question for each of the mentioned support area.		
14.	Hold conversations about what you are learning	☐ 1). Daily ☐ 2). Weekly ☐ 3). Monthly ☐ 4). Never
15.	Helping with homework/following up on homework completion	☐ 1). Daily ☐ 2). Weekly ☐ 3). Monthly ☐ 4). Never
16.	Making time for children to study	☐ 1). Daily ☐ 2). Weekly ☐ 3). Monthly ☐ 4). Never
17.	Providing appropriate space for learning	☐ 1). Daily ☐ 2). Weekly

		☐ 3). Monthly ☐ 4). Never
18.	Teaching life skills (e.g. washing clothes, brushing shoes, time management)	☐ 1). Daily ☐ 2). Weekly ☐ 3). Monthly ☐ 4). Never
19.	Are there instances when you were not able to complete your homework at home?	☐ 1). Yes ☐ 2). No
20.	If yes, please share the reason	☐ 1). not interested in homework ☐ 2). I had to do domestic work ☐ 3). I go out to work for money ☐ 4). I have no one to help with homework ☐ 5). No light-electricity/candle ☐ 6). other(specify)
21.	Has the learning support you get from your parent/guardian been helpful?	☐ 1). Somewhat useful ☐ 2). Useful ☐ 3). Not Useful
22.	Do you find it easy to share your learning/schooling issues with your parent?	☐ 1). Yes ☐ 2). No
23.	If you are not free, please share reason	
24.	How would you want your parents to better support your learning at home?	
	COLLABORATION	
25.	How often does you parent/guardian participate in class events?	☐ 1). Always involved ☐ 2). Sometime Involved ☐ 3). Rarely Involved ☐ 4). Not Involved
26.	Do you discuss your performance with the teacher and parent together?	☐ 1). Yes ☐ 2). No
27.	Did your parent follow-up on actions agreed upon?	☐ 1). Yes ☐ 2). No
28.	If yes how?	
29.	In which school events/meetings did your parent or guardian participate in in the last year?	☐ 1). Parents general meeting. ☐ 2). Childs performance review meeting. ☐ 3). Sports event ☐ 4). Parents workshop ☐ 6). Disciplinary conversation ☐ 7). Other
Which of the following statements best describes your relationship with your parent/guardian?		

30.	I know that my parents/guardian care about me.	☐ 1. Definitely does not apply ☐ 2. Not really ☐ 3. Neutral, not sure ☐ 4. Applies somewhat ☐ 5. Definitely applies
31.	I am happy about how my parents/guardian treat me.	☐ 1. Definitely does not apply ☐ 2. Not really ☐ 3. Neutral, not sure ☐ 4. Applies somewhat ☐ 5. Definitely applies
32.	My parents/guardian always assist when I ask for their input/assistance.	☐ 1. Definitely does not apply ☐ 2. Not really ☐ 3. Neutral, not sure ☐ 4. Applies somewhat ☐ 5. Definitely applies
33.	My parents openly tell me the things I am good at or could do better	☐ 1. Definitely does not apply ☐ 2. Not really ☐ 3. Neutral, not sure ☐ 4. Applies somewhat ☐ 5. Definitely applies

Thank you for taking time to share your views and suggestions.

Parents Survey: PS_002		
NB (only for Enumerators): Please first secure the consent of the participants before filling the questionnaire. Remember to ask all questions unless there is an instruction to skip. All answers for pre-coded questions must be coded by circling the response given. For open-ended questions, you are required to write the responses in the space provided. Do not prompt unless the instructions say so. Remember to check the questionnaire for completeness and thank the participant at the end of the discussion.		
Background Information		
Date:.....		Enumerator initials:.....
Team leader initials:.....		
	District/Province	
1.	Sub-county/ward	
2.	Parish/cell	
3.	Village	
4.	Age (Age as of last birthday) of the respondent	
5.	Gender of respondent	☐ a) Male ☐ b) Female
6.	Name of the child	
7.	Name of school the child attends	
8.	Relationship of the respondent to the child	☐ a) Father ☐ b) Mother ☐ c) Male Guardian ☐ d) Female Guardian
9.	Marital Status of respondent	☐ a) Married ☐ b) Separated ☐ c) Widow/er ☐ d) Divorced ☐ e) Single
10.	What is the highest level of education of the father/male guardian?	☐ a) No education ☐ b) Some Primary ☐ c) Some Secondary ☐ d) Completed Secondary ☐ e) Tertiary
11.	What is the highest level of education of the mother/female guardian?	☐ a) No education ☐ b) Some Primary ☐ c) Some Secondary ☐ d) Completed Secondary ☐ e) Tertiary

12.	Household membership	Adults males: _____ Adults females _____
13.	Number of children who go to school in this household (either pre-primary, primary or secondary)	Male Female.....
14.	Homestead setting	☐ a) Urban ☐ b) Peri-urban ☐ c) Rural
15.	Does your household have electricity	☐ 1). Yes ☐ 2). No
16.	What is the main source of income in this households?	☐ 1) Salaried ☐ 2) Waged ☐ 3) Farming (crops, animals) ☐ 4) Business ☐ 5) Unemployed ☐ 6) Other (specify)
17.	Disability Status of the parent/guardian	☐ 1. Physical ☐ 2. Visual ☐ 3. Hearing ☐ 4. Other (Specify) ☐ 5. None
18.	Language spoken at home	☐ 1) English ☐ 2. Kiswahili ☐ 3) Local language/Mother tongue

B. Questions		
19.	What does the school communicate with you about? (Circle all that apply)	☐ 1) Academic Performance of the Child ☐ 2) Discipline ☐ 3) School Development Projects ☐ 4) Parents meetings ☐ 5) School Co-curricular activities ☐ 6) Other (Specify) ☐ 7) School doesn't Communicate
20.	Looking back at the last term of 2022, how often did the school communicate with you?	☐ 1) Once ☐ 2) Twice ☐ 3) Three time ☐ 4) More than three times ☐ None

21.	What methods did the school use to communicate with you? [Select all that apply]	☐ 1) Written Memo/Circular/letter ☐ 2). Text Message ☐ 3). Phone call ☐ 4). Verbal message through the learners ☐ 5). Community Gatherings ☐ 6). Other Specify...
22.	Do you share feedback with your school?	☐ 1). Yes ☐ 2). No
23.	How do you share feedback with your school?	☐ 1). During school general meetings ☐ 2). Written communication to the school. ☐ 3.) During academic meetings ☐ 4.) Informal channels (through other parents, PA, e.t.c) ☐ 5.) Phone calls ☐ 6.) Other (specify)
24.	Did you participate in any school event last term of 2022?	☐ 1). Yes ☐ 2). No
25.	If yes, what events did you participate in?	☐ 1). Parents general meeting ☐ 2). Childs performance review meeting ☐ 3). Sports event ☐ 4). Parents workshop ☐ 5). Other (Specify)
26.	Is it easy for you to access the school (teachers, administration) to discuss issues and concerns about your children and the school?	☐ 1). Yes ☐ 2). No
27.	If no please explain why	
28.	Are parents in this school involved in making decisions about school matters?	☐ 1). Yes ☐ 2). No
29.	If yes how does the school involve parents in decision making?	☐ 1). Parent meetings with school administrators ☐ 2). Through the parent representatives (PA)/BoM/SMCs ☐ 3). Other specify

30.	Does the school create opportunities for parents to volunteer to support school activities?	☐ 1). Yes ☐ 2). No
31.	If yes have you volunteered to support any school activity?	☐ 1). Yes ☐ 2). No
32.	If Yes what activity did you volunteer to support?	
33.	If No, why?	
34.	In your opinion, should parents support their children's learning/studying at home?	☐ 1). Yes ☐ 2). No
35.	Do you support your child/ren's learning/studying at home?	☐ 1). Yes ☐ 2). No
36.	If yes, how frequently do you support your child's learning	☐ 1). Daily ☐ 2). Weekly ☐ 3). Monthly
37.	If Yes (Q36), what activities do you do to support learning of your children at home?	☐ 1). Conversations with children about what they are learning ☐ 2). Helping with homework/following up on homework completion ☐ 3). Making time for children to study ☐ 4). Providing appropriate space for learning. ☐ 5). Teaching life skills (e.g. washing clothes, brushing shoes, time management) ☐ 6.) Other (please specify)
38.	Are both parents/guardians involved in their children's learning	☐ 1). Yes ☐ 2). No
39.	If yes what role does the mother/female guardian play?	
40.	What role does the father/male guardian play?	
41.	How would you rate your level of confidence/competency/ability in supporting your child's homework at home? (on a Scale 1-5)	☐ 1. Very low ☐ 2. Low ☐ 3. Medium ☐ 4. High ☐ 5. Very High
42.	Please share the reason for your rating.	

43.	What support do you need to better support your child to learn at home?	
44.	Is it easy for you to interpret information on the performance of your child?	☐ 1). Yes ☐ 2). No
45.	Have you and your child had conversations together with the teacher on the performance and behaviour of your child in the last school term?	☐ 1). Yes ☐ 2). No
46.	If yes how often did this happen	☐ 1). More than twice a term ☐ 2) Twice every term ☐ 3). Once a term ☐ 4). Not at all
Which of the following statements best describes your relationship with the teachers at your child/ren's school		
47.	Teachers value their relationship with parents.	☐ 1. Definitely does not apply ☐ 2. Not really ☐ 3. Neutral, not sure ☐ 4. Applies somewhat ☐ 5. Definitely applies
48.	The teacher easily asks for my input/assistance.	☐ 1. Definitely does not apply ☐ 2. Not really ☐ 3. Neutral, not sure ☐ 4. Applies somewhat ☐ 5. Definitely applies
49.	The teacher openly shares his/her feelings and experience with the child with me.	☐ 1. Definitely does not apply ☐ 2. Not really ☐ 3. Neutral, not sure ☐ 4. Applies somewhat ☐ 5. Definitely applies
50.	Is there any other information you would like to share about supporting your children's learning at home.	

Thank you for taking time to share your views and suggestions.

KII Guide for School Administrators: SA 003

Background Information

Name of Enumerator..... Date

Name of Head teacher..... School.....

Duration in Position Phone contacts:

Consent to use phone contact: 1=Yes; 2=No

Communication/Collaboration

My name is XXX from YYYY. We are conducting research to understand engagement of parents in the learning of their children in this community. Before we begin, I would like to get your consent to participate and record this conversation. The information you provide will be confidential and will only be used for the purpose of this research. Your identity will not be disclosed to anyone and that your participation is voluntarily.

Do you agree to participate in the study (yes/no); do you agree to audio record the conversation (yes/no)

- 1) Please share with us the kind of activities that the school encourages parents to participate in.
 - a. How do you inform parents about these activities? (Specific channels)
 - b. Looking at this term how many activities have you engaged parents?
 - c. How do you get feedback from parents as a school?
- 2) How does the school ensure that all categories of families in the community are participate in school activities?
- 3) What things do you consider important for the school to have a welcoming environment for parents and community members? (Probe for at least 3 things)
- 4) What opportunities/channels are available to enable parents participate in decision making at school? How are parents involved in decision making in this school?
- 5) What initiatives has the school put in place to promote engagement of parents and other stakeholders in school activities and learning of children (*Probe for collaborations with community structures, CBOs, Businesses*)
- 6) What opportunities exist to create partnerships between the school, parents and other stakeholders (e.g. churches, political, NGOs, individuals) for this school to be seen as a strong agent of learning and change?

Capacity sharing

1. In your opinion how do parents in this school support the learning of their children – both home and at school?
2. How do teachers support learning both at home and school?
3. What does the school (teachers an administration) do help parents to support the learning of their children?
4. What does the school do to assist teachers to better engage parents in their children learning?
(*Probe for any support provided to teachers such as providing learning materials, Learning sessions on adapting homework*)

5. How do parents support each other?

Leveraging resources

1. What resources are available in the community that the school can leverage to enhance.
 - i) Learning outcomes for children (*literacy and Numeracy, Life skills*)
 - ii) Children's wellbeing (Reproductive health, Nutrition, Assistive Devices, safety)
 - iii) Engagement with parents and to get parents engaged in children learning.
 - iv) Create positive environment for learning.
 - v) Improve relationship between the community and the school.
2. In your view what should be done to improve parental engagement?

Thank you for taking time to share your views and suggestions.

Focus Group Discussion Guide for Parents: PG_004

Background Information

Name of Enumerator..... Date

Name of School..... District.....

Country.....

Parents Names

1.
 2.
 3.
 4.
-

Introduction

1. What makes you proud about this school? Share 2-3 things or experiences that make you proud of this school? and what makes uncomfortable about this school?
2. Why would you recommend OR not recommend a neighbor to bring a child to this school?

Communication/collaboration

3. Please tell me about the school activities that happen in this school? which activities require parents to participate in? In your opinion, how do you feel about participating in school activities (Probe whether the parent like to be engaged, whether they have reservations, and whether they derive value from participating. Look out for involvement in)
 - i) Co-curricular activities
 - ii) Academic activities
 - iii) Parent Information sessions or workshops
 - iv) Other (Specify)
4. How does the school communicate with you about learning of your children?
 - i) How comfortable are you with the channels used?
 - ii) What changes would you want to see in how the school communicates with you?
5. How are you involved in decision making on school matters at school level? (Probe for involvement of parents in discussion and decision making on school development plans, strategies for improving learning outcomes of children, how parents should be engaged in supporting school activities)
 - i) What is your view about meaningful involvement of parents in decision making?
 - ii) What concerns do you have about how decisions are made?
6. How would you describe your relationship with the teachers?
 - i) How is their availability to discuss concerns on the learning of your child?
 - ii) How easy is it for you to discuss your concerns?

- iii) How the interaction and relationship with teachers can be improved?
7. How are community structures involved in supporting learning of children at school? (Probe for involvement of community structures affiliated to the lowest level of government such as village health teams, Political Leadership, CBOs, Local business entities, faith based institutions)
- i) What should be done to improve collaboration between the community and the school to support learning OR how should the community be involved in supporting the learning of children

Capacity sharing/learning at home

8. What activities do you do to encourage children to learn at home and school?
- i) What challenges do you face in supporting learning of children at home and school?
 - ii) What support do you need to support learning of your children?

Leveraging resources

9. What resources are available in the community that can be used by the school to enhance i) Learning outcomes for children (*literacy and Numeracy, Life skills*), ii) Children's wellbeing (Reproductive health, Nutrition, Rehabilitation services, Safety). Resources refer to People, Spaces, government initiatives at community level, faith based institutions/programs)
10. What things or initiatives has the school put in place to promote parental engagement and involvement of community structures in school activities and learning of children Probe for involvement of community structures these be affiliated to the lowest level of government such as village health teams, Political Leadership, CBOs, Local business entities, faith based institutions)
11. What opportunities for partnerships exist in the community that can be tapped into by schools to be seen as a strong agent of learning and change?

In-depth Interview for Teachers TG_005

Background Information

Name of Enumerator..... Date

Name of School..... District.....

Country.....

Teachers Names

1.....

2.....

3.....

4.....

Introduction

1. What makes you proud about being a teacher in this school? Share 2-3 things or experiences that make you proud of this school? what makes you uncomfortable being a teacher in this school?
2. Why would you or not recommend a qualified teacher to join this school?

Communication/collaboration

3. What activities do you consider important to support learning of children at home as a teacher? (propose activities and frequency)
4. Which of these activities have you adopted? And how have they worked?
5. How do you communicate with parents about learning of their children? (check frequency)
6. What mechanisms are in place to seek parents' feedback and collaborate with them to improve performance of children?
7. How are parents supported to understand performance issues of their children? Performance looks at academic, values and life skills)

Capacity sharing/learning at home

8. How do you feel about engaging parents to support learning of their children? What challenges do you face? What do you or don't you like about engaging parents?
9. How do you support parents to promote learning at home?
10. What support do you receive from the school to support learning at home?
11. What support do you need to collaborate with parents to support learning at home?

Leveraging resources

12. What resources are available in the community that can be used by the school to enhance i) Learning outcomes for children (*literacy and Numeracy, Life skills*) ii) Children's wellbeing (Reproductive health, Nutrition, Assistive Devices, safety). Resources refer to People, Spaces, government initiatives at community level, faith based institutions/programs.

13. What collaborations has the school put in place to promote parental engagement and community involvement in school activities and learning of children (*Probe for collaborations with community structures, CBOs, Businesses*)
14. What other opportunities for partnerships exist that could be developed in this community for the school to be seen as a strong agent of learning and change?
15. What are the greatest barriers to parents effectively engaging and supporting learning?
16. What could be done to overcome barriers and increase their engagement?