

PARENTAL INVOLVEMENT IN SOUTH AFRICA

An EGRS Reflection

17 August 2017



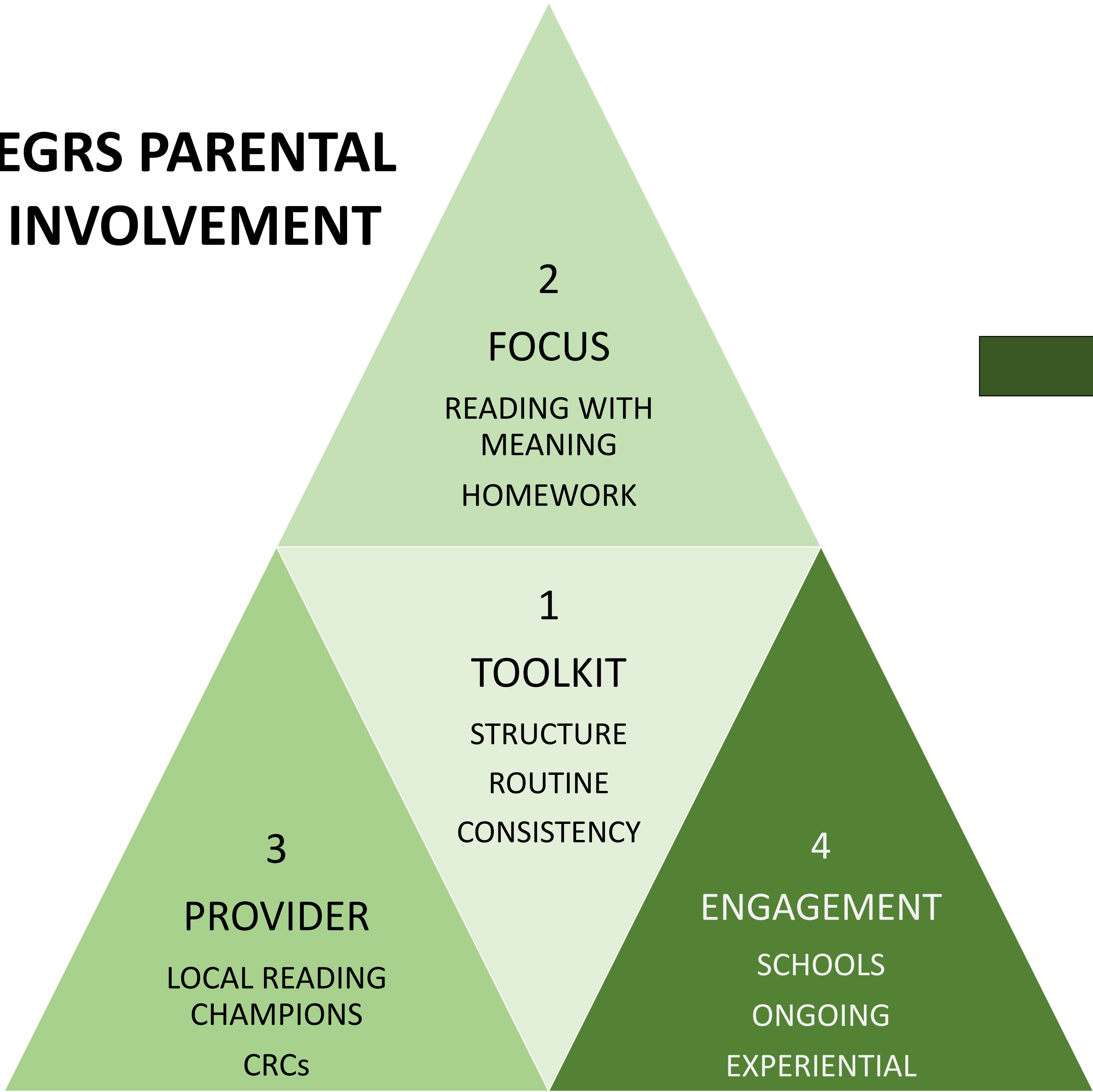
OUTLINE

1. Change theory
2. Design
3. Implementation
4. Parent toolkit
5. Reflections
6. Success indicators

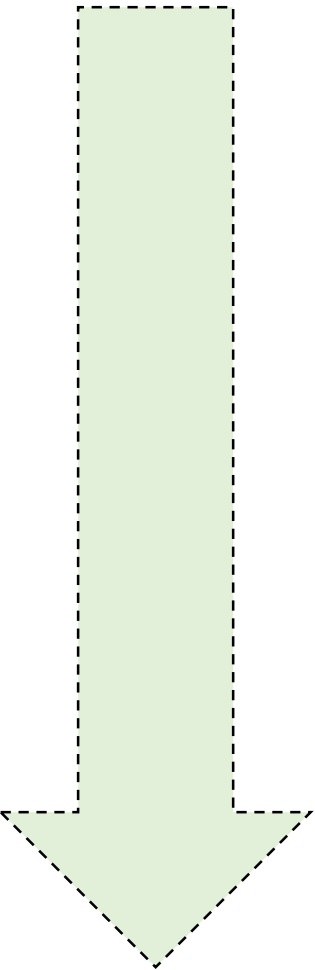
01

Change Theory

EGRS PARENTAL INVOLVEMENT



Parents mobilised to be more actively involved in children's education



Improved learner outcomes in reading

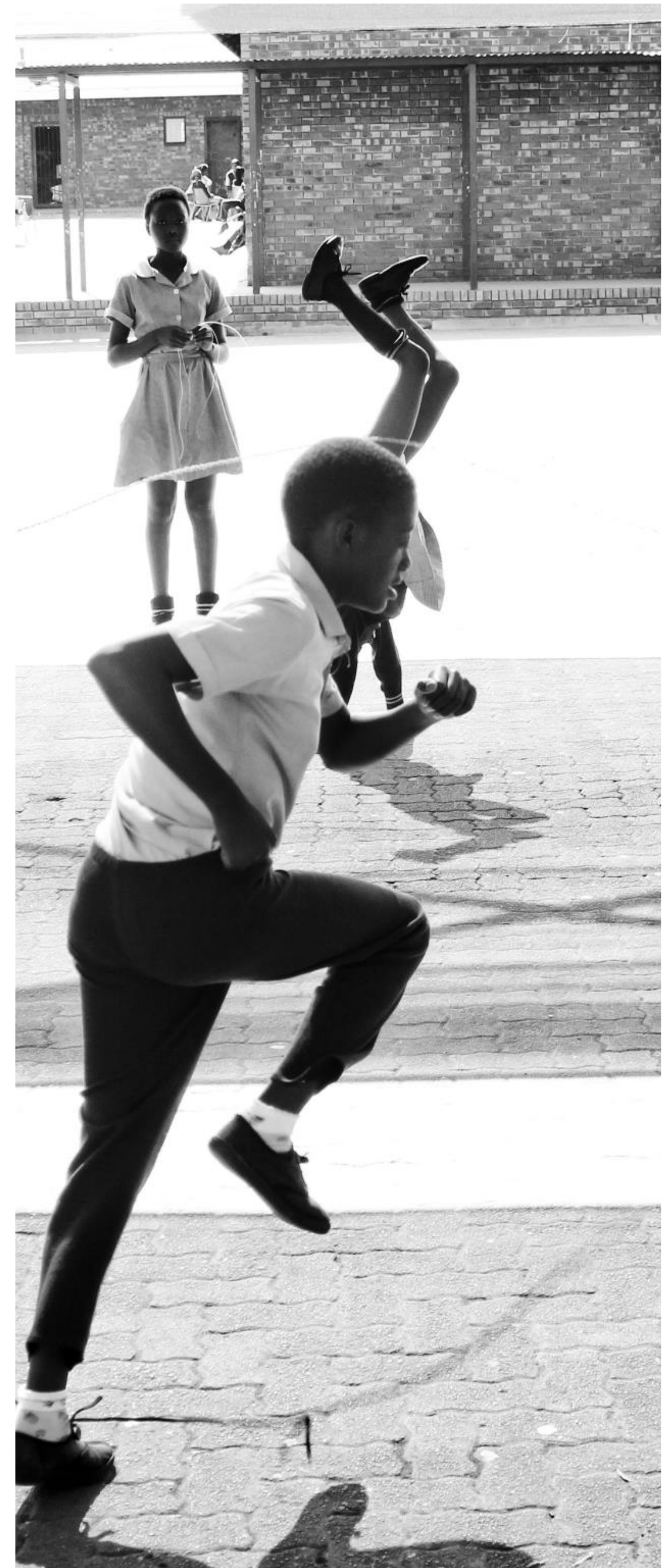
02

Design



“YOU WILL NEVER
CHANGE YOUR LIFE
UNTIL YOU CHANGE
SOMETHING YOU
DO DAILY. THE
SECRET OF YOUR
SUCCESS IS FOUND
IN YOUR DAILY
ROUTINE.”

John C. Maxwell



DESCRIPTION

WHO?	<ul style="list-style-type: none">• Grade 1 & 2 parents in randomly selected group of 50 schools• Community Reading Coaches (1 per school; chosen by school)• Class Act trainers• Class Act Quality Assurance Manager
WHAT?	<ul style="list-style-type: none">• Development of parental toolkit• Training and support for Community Reading Coaches• Reading- and homework-focused sessions for parents
WHEN?	<ul style="list-style-type: none">• Quarterly training for Community Reading Coaches• Weekly parent sessions at school
WHY?	<ul style="list-style-type: none">• Reinforce the importance of reading and comprehension• Coach parents on reading and comprehension support activities• Coach parents on homework support activities• Mobilise parents to play an active role in children's education
WHERE?	<ul style="list-style-type: none">• At school (classroom; staffroom; computer centre)

03

Implementation



“THE QUICK ONE MAY NOT WIN;
THE ENDURING ONE WILL”

Tswana Proverb

COMMUNITY READING COACH TRAINING



DOSAGE: Every six weeks

YOUR BIGGEST AND CHEAPEST
HARDWARE & BUILDING

TALETSO
LICHTENBURG CAMPUS

le le nang
tshelo.

MAFIKENG

Tshwane

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POIFO YA BATSADI BALELAPA

- Barutabana bone ba dirang? ga ke morutabana.
- Ngwanake o mat epe, o a ntelela. a re ga ke mo rute jaaka morutabana.
- Ke tla ke lapile fa ke tswa tirong, ga ke na nako.

- Ga ke a tsena sekolo, ga ke itse go buisa le go kwala.

- Dithuto tsa gompiano, ga di tshwane le tsa maloba di a mpalela.

- Ngwanake o rata go tshameka thata.

Lenaneo la ngwanake la le
letsatsi fa a tswa sekolong



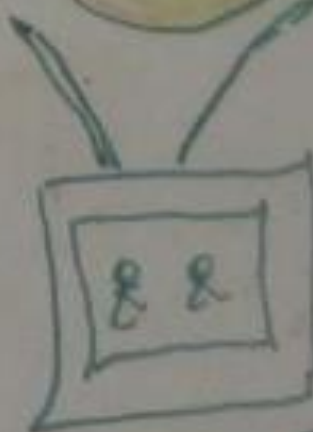
jaya



pholisha ditlha



tshameka



bogela tv

ATTENDANCE

CRCs ATTENDANCE AT TRAINING (%)						
APR 2015 MOD 1	MAY 2015 MOD 2&3	JULY 2015 MOD 4	SEPT 2015 MOD 5&6	OCT 2015 MOD 7	NOV 2015 MOD 8	JAN 2016 MOD 8 REVISION
100	90	71	86	90	82	98
MAR 2016 MOD 9&10	APRIL 2016 MOD 11	MAY / JUNE MOD 12	JULY 2016 MOD 13	SEP 2016 MOD 14	OCT 2016 MOD 15	OVERALL AVERAGE
90	90	86	73	75	78	85

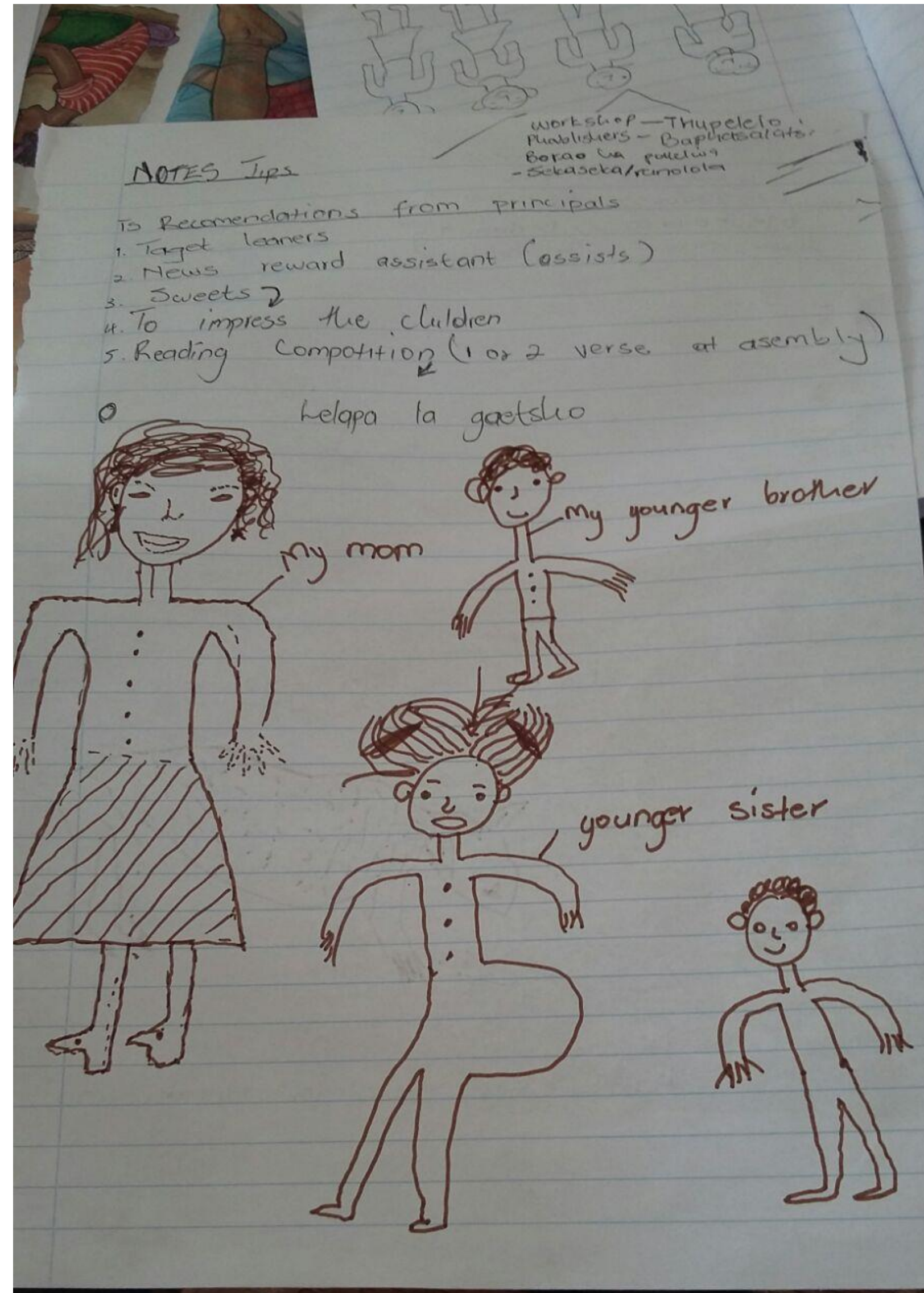
PARENT SESSIONS

DOSAGE:

- Weekly sessions

CHARACTERISTICS:

- Focus on reading
- Active involvement
- Experience activities
- Practice own writing
- Play games
- Follow instructions
- Fun!



ATTENDANCE

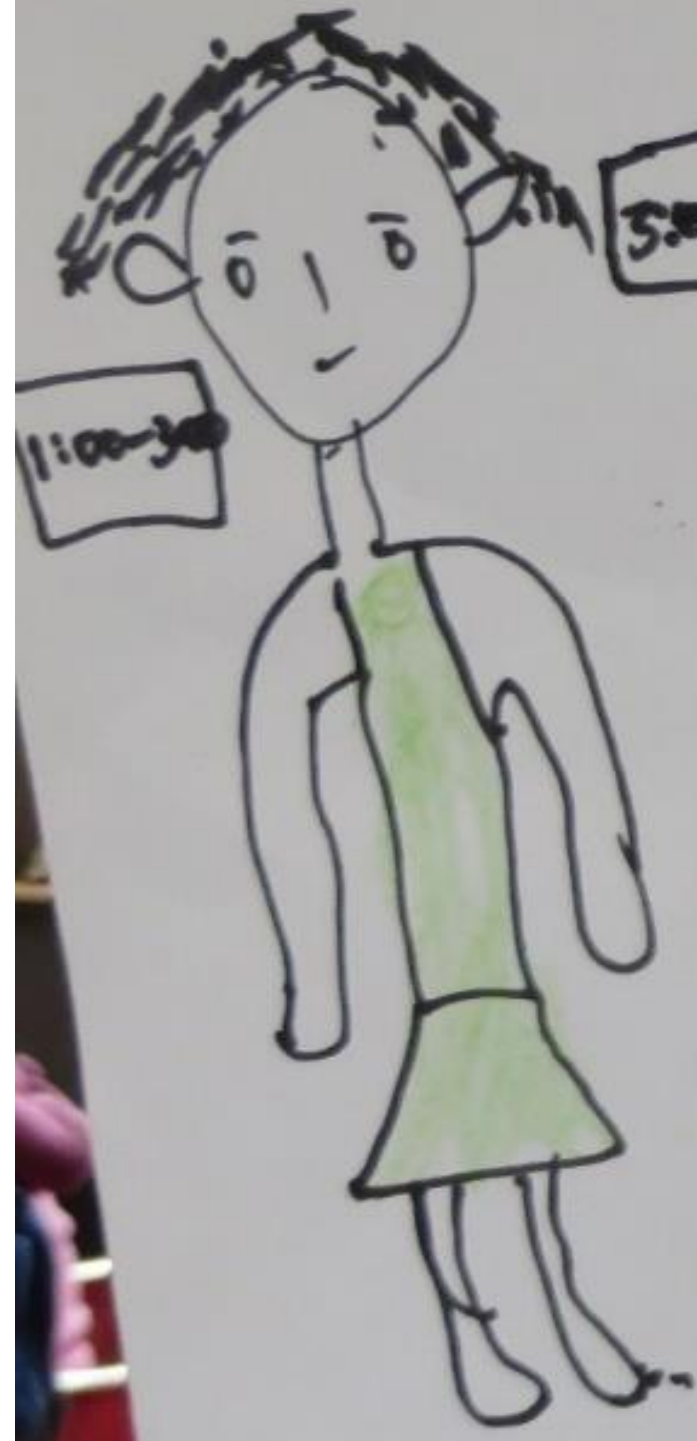
% PARENT INVOLVEMENT BY LEARNERS (CRC RECORDS)						
MODULE 1	MOD 2 & 3	MODULE 4	MOD 5&6	MODULE 7	MODULE 8	MODULE 9
42	36	26	38	31	22	36
MODULE 10	MODULE 11	MODULE 12	MODULE 13	MODULE 14	MODULE 15	OVERALL AVERAGE
35	34	26	25	19	37	31

COMPOSITION OF PARENT GROUPS:

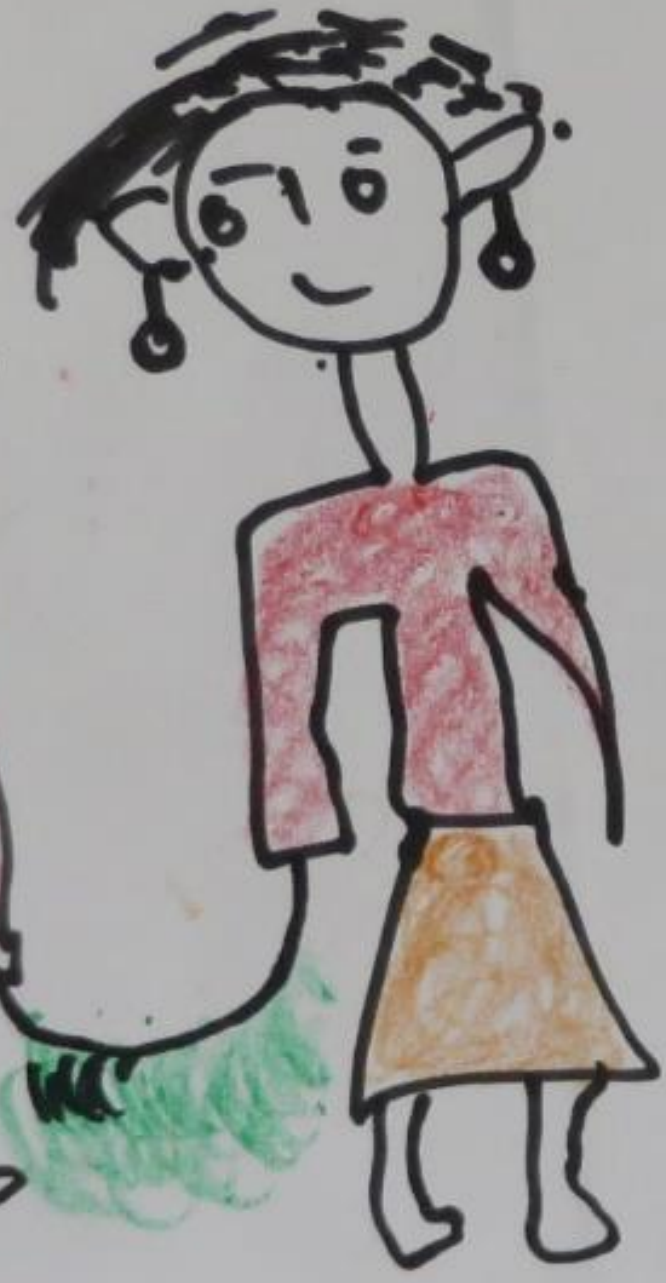
- Predominantly female and young (30 years and younger)
- ‘Older’ women gave parenting advice (TV; childhood illnesses)
- Regular participants:
 - Passionate about group
 - Active and involved
 - Attended all sessions per topic
 - Used session as a forum for discussions
 - Became more active in the schools
 - Developed group rules







5:00-6:00

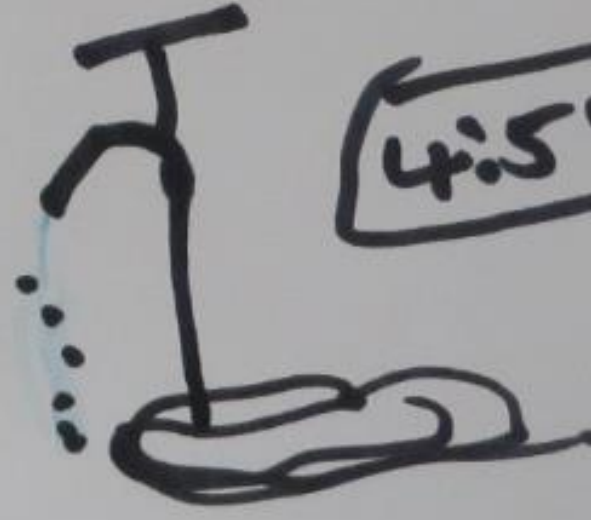


4:00-4:30

4:30-4:50



4:50-5:00



5:00-5:30

4:50-5:20

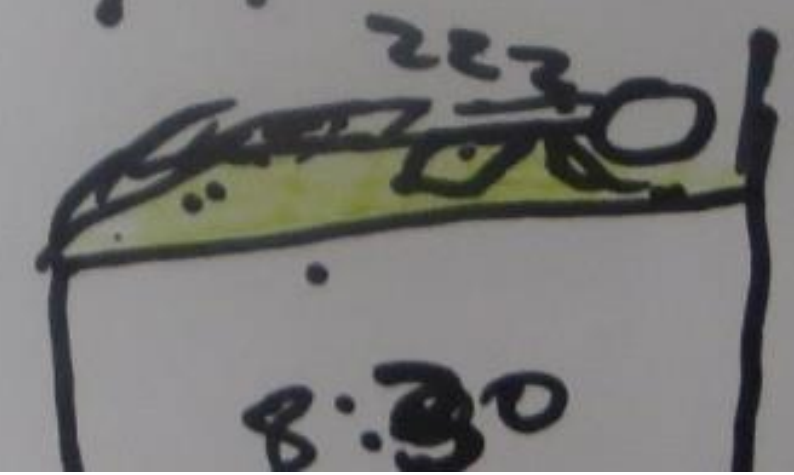


5:30-5:50



5:50-6:00

6:00-7:00



8:30



DESIGN SHIFTS

- Bulk sms messages to school Principals / HODs
- Bulk sms messages to Community Reading Coaches
- Phone calls and visits to Principals to offer support and encouragement
- Introduction of travel stipend for CRCs
- Competitions to incentivise parental involvement in sessions

04

Parent Toolkit

“CHILDREN SHOULD LEARN
THAT READING IS PLEASURE,
NOT JUST SOMETHING THAT
TEACHERS MAKE YOU DO IN
SCHOOL.”

Beverly Cleary



MATERIALS PROVIDED

2015:

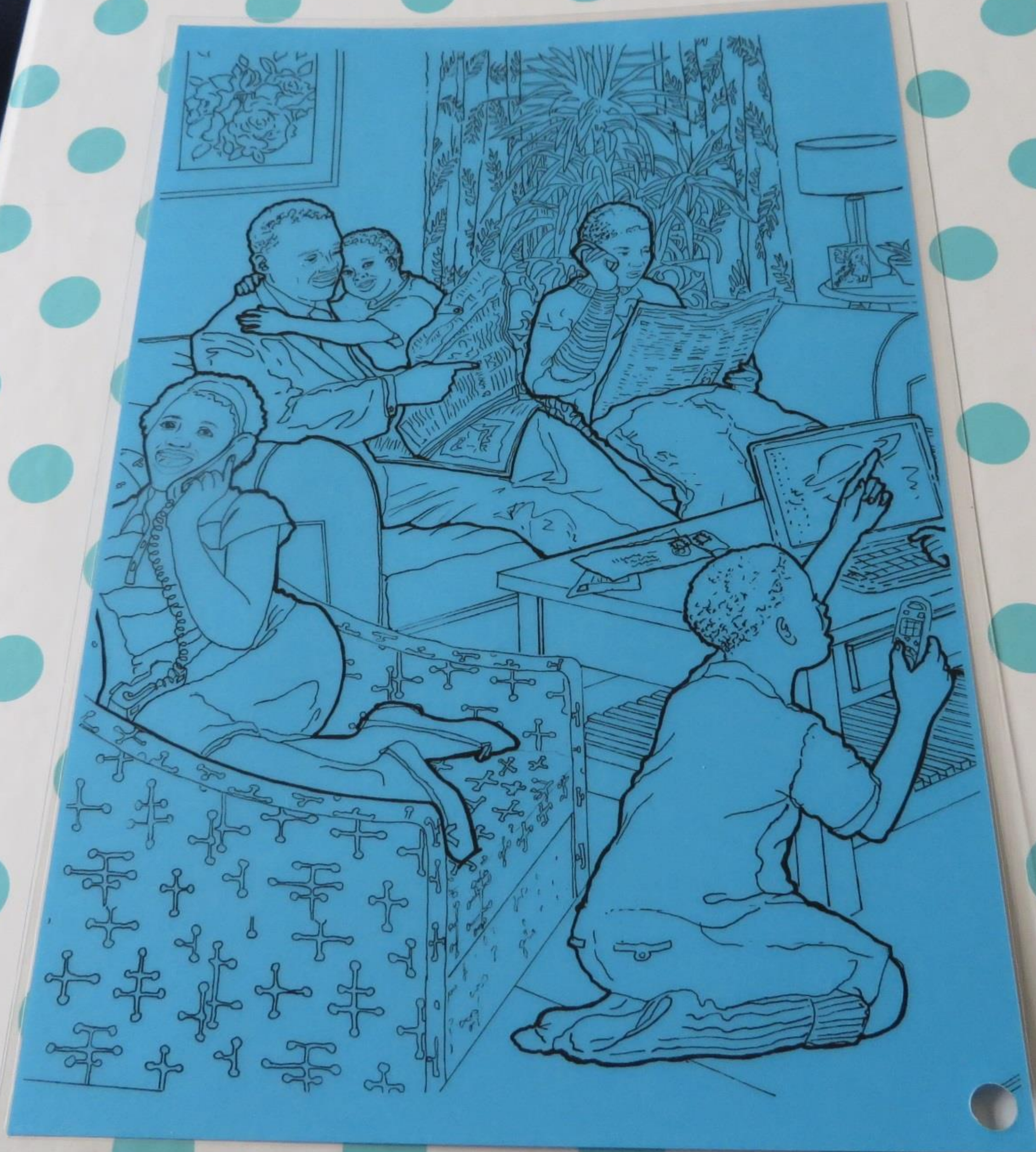
- Module 1 Small things can make a difference
- Module 2 Playing with sounds to promote reading
- Module 3 Reading pictures
- Module 4 Letter sounds
- Module 5 Incidental reading
- Module 6 Preparing to read a story (Part 1)
- Module 7 Reading a story numbers 1 & 2
- Module 8 Preparing to read a story (Part 2)
- Reader: Platinum Series Le Re Tlhabetse Readers MML/ Pearson: Book 1
- Facilitators' guides for all modules

MATERIALS PROVIDED

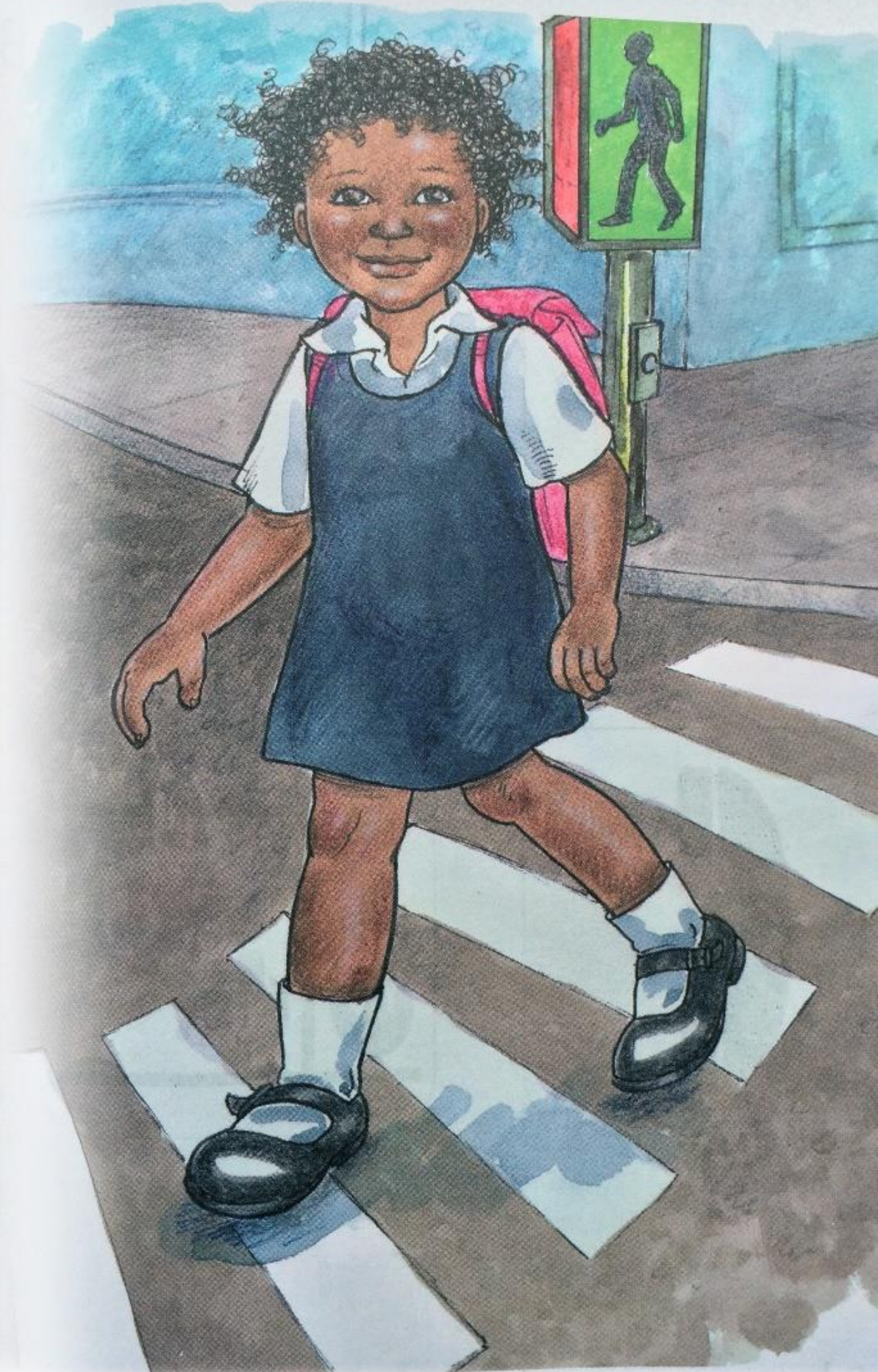
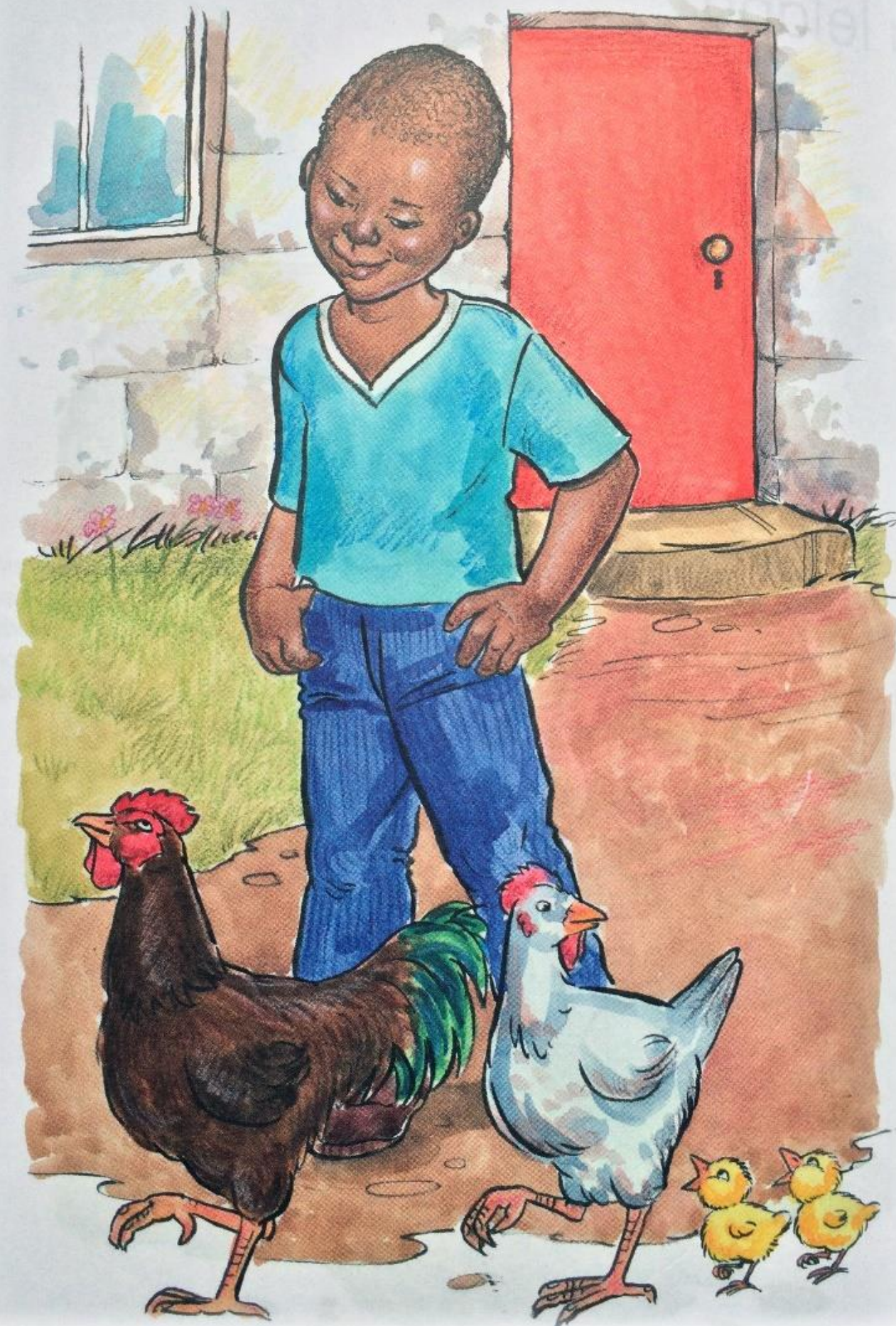
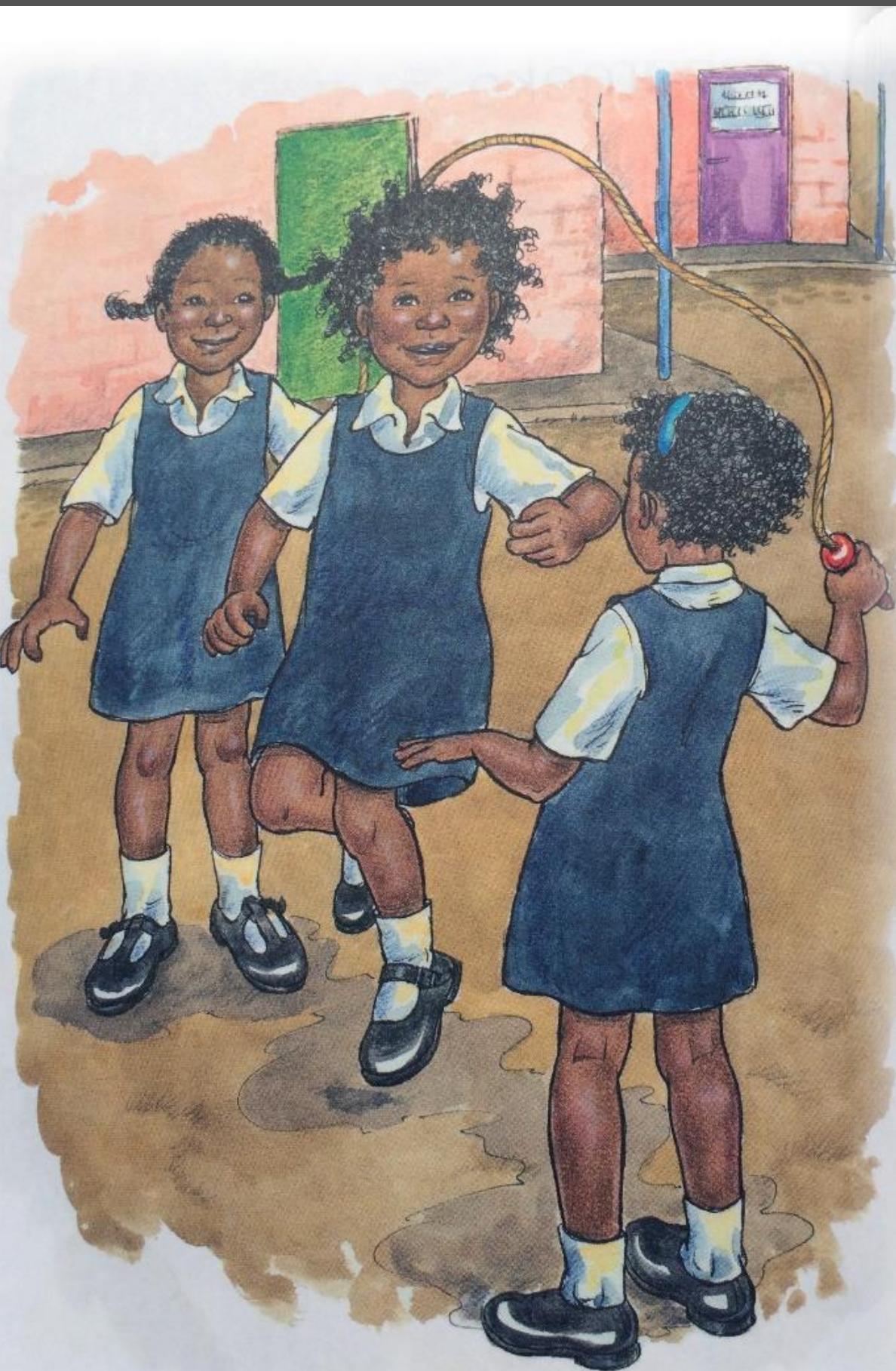
2016:

- Module 9 Reading remediation
- Module 10 Reading a story numbers 3 and 4
- Module 11 Reading a story number 5
- Module 12 Reading a story numbers 6, 7 and 8
- Module 13 Reading a story numbers 9, 10 and 11
- Module 14 Reading a story numbers 12, 13 and 14
- Module 15: Consolidation
- Reader: Platinum Series Le Re Tlhabetse Readers MML/ Pearson: Book 2
- Facilitators' guides for all modules

DISCUSSION PICTURES



READERS



REMINDER CARDS

#2

Reetsa medumo e:



Diphologolo tse, di dira medumo ya mofuta mang?



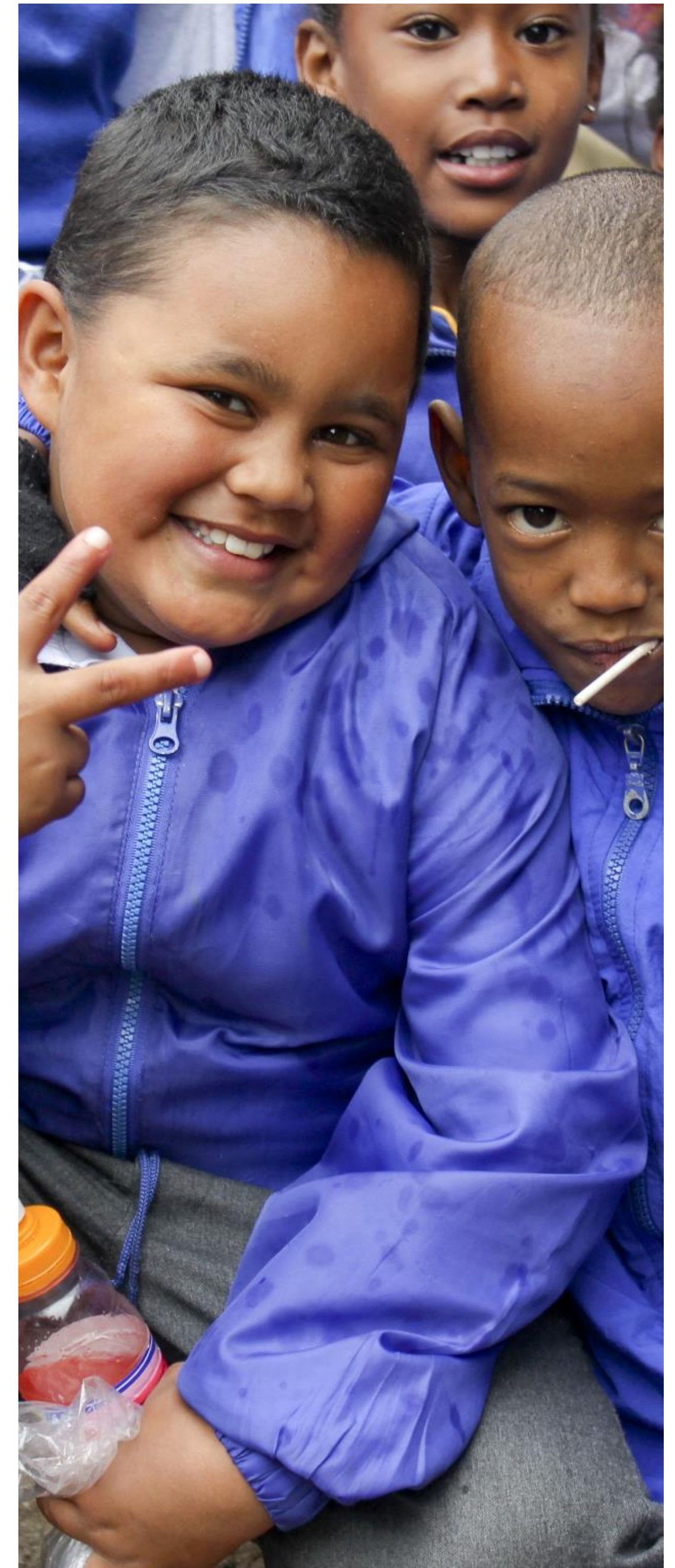
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Reflections



“THERE IS A
METHOD TO MY
MADNESS, AND
A MADNESS TO
MY METHOD.”

Salvadore Dali



REFLECTING ON COMMUNITY READING COACHES

- More regular contact and training sessions were implemented; and the repetition of key issues and developmental opportunities effectively prepared the CRCs for parent contact sessions
- In general, good relationships existed between CRCs / teachers / schools
- Eight schools (16%) were unable to appoint appropriate CRCs
- Six CRCs (12%) needed to be replaced during the project (permanent jobs; ill health; unsuitable)
- In some instances community relationships interfered with the effectiveness of CRCs where issues of patronage and protection were experienced in terms of appointment and support from parents

REFLECTING ON PARENTS

PARENTAL INVOLVEMENT

- Low levels of parental involvement (average of 31%) remained a challenge throughout the project
- Principals and Subject Advisors have authority over teachers, thus teacher commitment and involvement is easier to secure and maintain (as compared to that of parents)
- Many parents still feel that educating their children is solely the responsibility of the school and of the teachers
- Unplanned scheduling changes interfered with parental involvement

PARENTS IN A SCHOOL ARE NOT A HOMOGENOUS GROUP

- One particular approach (CRC weekly parent sessions in the EGRS) cannot meet the needs of all parents
- In the EGRS project, the approach used benefited predominantly young (under 30) female parents

REFLECTING ON PARENTS

PARENTS LIVES ARE COMPLEX

- Many parents worked and were unable to attend even though they professed an interest
- Transport to and from schools was difficult for parents
- Parents who stayed at the school all day required food
- Parents expressed real fears:
 - *I'm not a teacher. Can I really help?*
 - *My child won't listen to me*
 - *My child likes to play*
 - *I'm tired after a long, hard day*
 - *Today's teaching is so different compared to when I was at school*



GENERAL REFLECTIONS

EFFECTIVE SCHOOL LEADERSHIP IS CRUCIAL

- All three interventions worked best in schools with committed, conscientious and involved leaders
- These leaders were not necessarily the principals, but were always people with authority who meaningfully engaged with the teachers, CRCs and parents
- While this is not a new reflection, it is an important one to acknowledge

CONSISTENT OFFICIAL INVOLVEMENT PROVED DIFFICULT TO MAINTAIN

- The project enjoyed high levels of provincial and district support at the outset
- But this proved difficult to maintain as the project progressed; key officials either resigned from the department or were moved to other portfolios

CONCLUSIONS

SUCCESSFUL

- Concept of community reading champions (CRCs)
- Toolkit as an instrument to enhance parental interactions with children and with schools
- Establishing benchmark for parental involvement
- Low cost sustainable strategy

LESS SUCCESSFUL

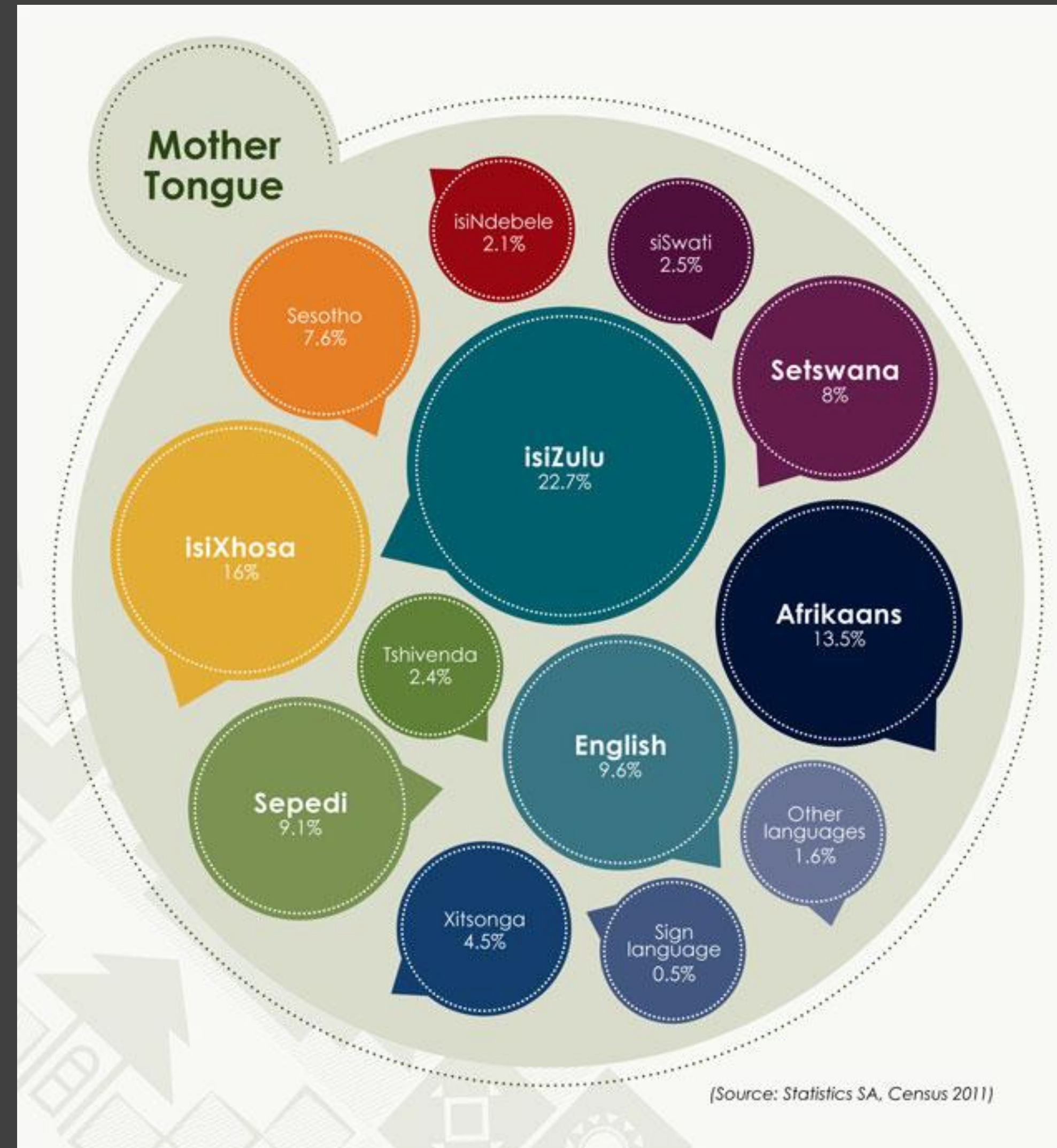
- Strategy to involve parents at scale
- Link between intervention and learner achievement tenuous

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Success Indicators

SUCCESS INDICATORS

- 1 Deep understanding and appreciation of community dynamics, relationships and leadership
- 2 Community advocacy for a non-traditional model
- 3 Multi-faceted parental involvement strategies required to meet needs of all parents
- 4 Part of a broader process of school and community development and engagement
- 5 Interrogate conventional parental attitudes and preconceptions about schooling from outset
- 6 Provide consistent and dependable levels of support



THANK YOU!