



CREATE SOUTH AFRICA

Parental involvement in schooling - Increasing Meaningful Access

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Perceptions about parent Involvement

There are *adversarial* and *cooperative* views on PI

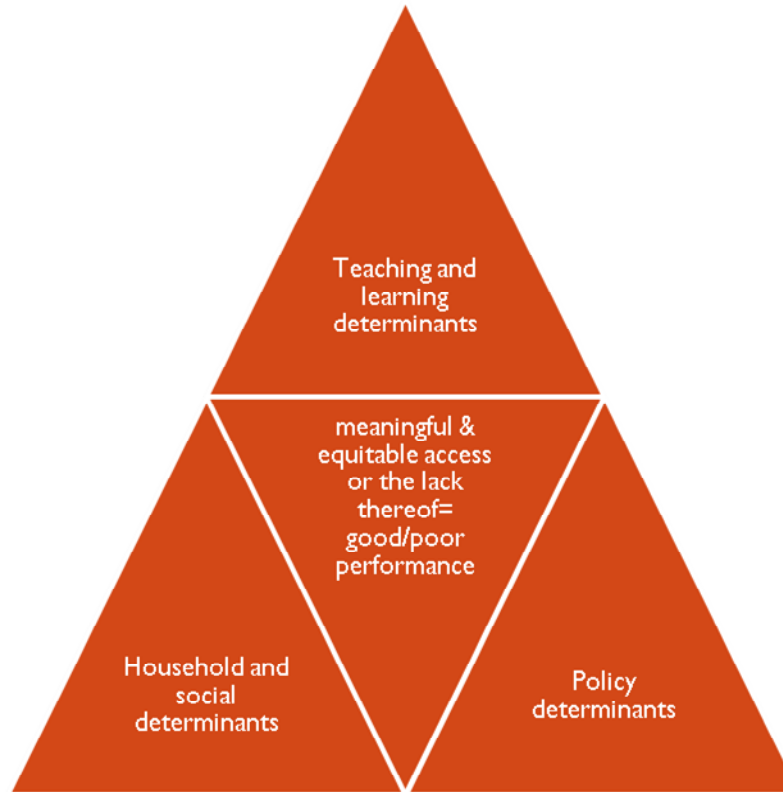
PI could compensate for lack of meaningful access by creating school and home-based conducive learning environment. Can help to improve children's access, attendance, retention in school and the achievement of educational outcomes.

- Yet non-enrolment, irregular attendance, and poor performance is often ascribed to parental lack of education, ignorance about the importance of schooling, lack of interest and poverty.
- Conversely parents expressed dissatisfaction with teacher/s and school by refusing to enroll or withdrawing their children.

School

Family/commu
nity

Government





Research Questions

What are the household factors that constrain or enable meaningful & equitable access?

- ❖ Family perception about school and demand for meaningful education
- ❖ Parents' availability at home, interaction and engagement with the school.
- ❖ home education support and resources

Methods - Parents interviews

Focus	Target	technique
Understanding the home and social environment	About 10% sample of parents matched to the learners (150GP + 60EC =210)	Interviews

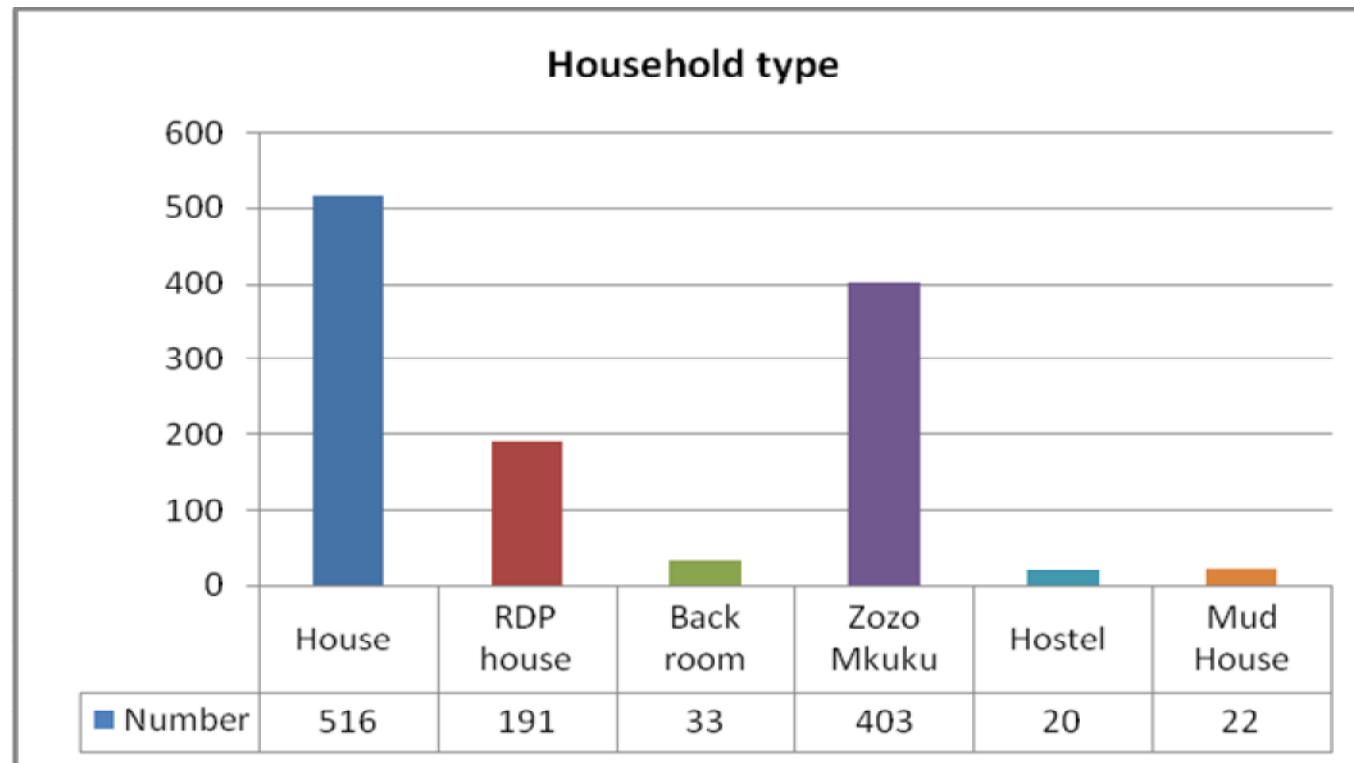
❖ Linked to the CTC and performance score



Contextual Background

- EC schools are clustered around rural and poor Dutywa (*Gcaleka*) in Amathole district.
- Traditionally Dutywa has been perceived as backward, with modern education delayed filtering through.
- GPs are all in Katlehong township (ES district) receiving much resources from fundraising and partnerships, next to an industrial area, yet with the worst matric 2008 result in Gauteng.
- Characterised by fierce riots (strikes, xenophobia,)

Family Profile





Policy Background & Criticism

- SGBs formation resulted from contestation on imperatives **entitlement** and **ownership** imperatives.
- *It is biased representativeness and has less emphasis on participation and involvement.*
- Decentralisation blurs lines of accountability – *its not me*
- Parents can be bedeviled for system's inefficiency.

Research findings: parents interviews

Participation: SGB election(61% don't know SGB members), discipline and fetch reports.

Homework Support: Everyday(42%), Twice a week(20%), Seldom(16%), Never(21%)

Generational gaps

- While education is seen as means to success (73%) – parents (largely grannies) were displeased with over emphasis of rights.

“urban children are uncultured, some of them dropout of school because they do not have any sense of direction”.

Positive aspect of school – 64% Very happy

CARE	18%
DISCIPLINE	36%
TEACHING QUALITY	29% (English mastery)
Least Positive - Exit difficult option	
Lack of progression	33%



Exit Challenges

Better Education/School

Child is almost through

Child will remain in the same school

English Improvement

Financial constraints

No statement provided

Challenges with Schooling

Quotes:

The child is weak on language – the spelling in Sesotho is appalling. I try to assist but I can't because I'm not at home due to shift (work)”

Teachers are friendly and concerned about my child's academic progress... the child is a slow learner”

“The principal has admitted that the school is weak on maths – and it is difficult to find a teacher. The school still uses corporal punishment.

Would not move her child to another school: “I would not take that decision yet as there is no indication of seriousness about education on my child. She would persist to perform badly even if she were to be changed.”

“The school is unable to mediate essential mathematics skills – as a result Lerato would have to live with a deficit learning for years to come – as maths is important for a lucrative career”



Weak voice, constrained choice

Choice determinants: language, constrained by fees and costs, preferences for 'town' schools, proximity, gendered, performance

Voice: limited interaction, one way communication, disempowerment, limited awareness of rights, corporal punishment

Research findings: emerging issues

Parent factors -Parents continue to be an important group that requires continuous and further investigation.

What is clear is that participation is characterised by non-participation

Since wide **Choice** is a difficult option need more **Voice** and meaningful participation for increased meaningful access.

Transparent and less threatening environment for participation and a collective demand for quality education.



THANK YOU