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MINISTRY OF EDUCATION

# COMPETENCY BASED CURRICULUM

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## ***GUIDELINES*** ON PARENTAL EMPOWERMENT AND ENGAGEMENT

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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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## FOREWORD

Parents are the first and continuing educators of their children. They have a shared responsibility with schools to provide an enabling environment that is conducive to learning and which motivates children to achieve their full potential. There is great need therefore to build effective partnerships between parents, the community and schools to support children's learning for improved learning outcomes.

According to the Basic Education Curriculum Framework (BECF), the Kenya Institute of Curriculum Development (KICD) is expected to provide guidance on strategies that learning institutions can adopt to empower and engage parents so that they can effectively and consistently contribute to the learning outcomes of their children at all levels of Basic Education.

Parental Empowerment and Engagement (PE&E) is essential to the improvement of learners' holistic development including academic performance. Empowered and engaged parents have a positive impact on the overall development of the learner in areas such as acquisition and nurturing of moral and religious values, improved health and nutrition, increased enrolment, retention, transition, academic achievements and identification of appropriate career choice.

KICD in its endeavor to ensure that parents play a key role in education and training has developed Guidelines on PE&E. The Guidelines provide strategies on how learning institutions can empower parents and create an enabling environment so that parents are fully involved in their children's learning as well as in the education sector.



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I also wish to thank the following organizations for their financial support: I Choose Life Africa (ICL), Investing in Children and their Societies (ICS), KNATCOM and UNESCO.

It is my sincere hope that through the strategies suggested in this crucial document, parents will be empowered to effectively support the implementation of the Competency Based Curriculum.



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## DEFINITION OF TERMS

<b>Community</b>	:	A group of individuals who share norms, beliefs, values and aspirations.
<b>Education</b>	:	The act or process of acquiring desirable knowledge, skills, attitudes and values.
<b>Empowerment</b>	:	Building the capacity of parents to actively nurture learner's potential by enhancing their knowledge, skills, attitudes and practices.
<b>Engagement</b>	:	Provision of activities and opportunities that foster positive parent-learner connections, thereby enhancing learner's competencies.
<b>Parent</b>	:	A person who brings up and cares for another, for example, biological parents, guardians or care-givers who oversee the growth and development of a child.

## ABBREVIATIONS

<b>BECF</b>	-	Basic Education Curriculum Framework
<b>BoM</b>	-	Board of Management
<b>CBC</b>	-	Competency Based Curriculum
<b>CRC</b>	-	Convention on the Rights of the Child
<b>FBOs</b>	-	Faith Based Organizations
<b>FGM</b>	-	Female Genital Mutilation
<b>ICL</b>	-	I Choose Life
<b>ICS</b>	-	Investing in Children and their Societies
<b>KICD</b>	-	Kenya Institute of Curriculum Development
<b>KNATCOM</b>	-	Kenya National Commission of UNESCO
<b>LATF</b>	-	Local Authority Transfer Fund
<b>MEACL&amp;SP</b>	-	Ministry of East Africa Community, Labour and Social Protection
<b>MoE</b>	-	Ministry of Education
<b>NG-CDF</b>	-	National Government Constituency Development Fund
<b>NPA</b>	-	National Parents' Association
<b>PA</b>	-	Parents' Association
<b>PE&amp;E</b>	-	Parental Empowerment and Engagement
<b>UNESCO</b>	-	United Nations Educational, Scientific and Cultural Organization

## NATIONAL GOALS OF EDUCATION

A guideline on Parental Empowerment and Engagement is anchored on the National Goals of Education. Education in Kenya should:

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instill social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should develop in the learner necessary competencies for technological and industrial development for the nation in tandem with global trends.



### **3. Promote individual development and self-fulfillment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

### **4 Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution of Kenya 2010. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

### **5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice shared responsibility and accountability through community service learning.

### **6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own culture while at the same time respect other people's cultures. In this way, the learner will embrace positive cultural practices in a dynamic society.

### **7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Promote positive attitudes towards good health and environmental protection**

Education should inculcate in the learner the value of physical and psycho-social well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

## **SECTION 1**

### **1.0 INTRODUCTION TO THE GUIDELINES ON PARENTAL EMPOWERMENT AND ENGAGEMENT**

Parents play an important role in the holistic growth and development of a child. In the traditional society, the extended family and community played a pivotal role in the education of the children. However, in the contemporary society the scenario has changed. Many parents are less involved in parenting and learning processes of their children due to a number of reasons such as changes in family structure, economic changes where parents have to work sometimes away from home, technological advancement where social media strongly influences the values and behaviours of family members.

The role of education is to impart relevant knowledge, skills, attitudes and values that will enable an individual to be a productive member of the society. Parents are the first educators, trainers and source of authority that a child interacts with. Empowerment and engagement of parents to skillfully identify a child's talent and potential, creates an enabling environment for the school to build on. The Guidelines on PE&E are therefore designed as a tool that can aid learning institutions to strengthen parents' capacity in parenting and involvement in the education of their children.

#### **1.1 Rationale for the Guidelines on PE&E**

Parental Empowerment and Engagement (PE&E) is one of the guiding principles of the BECF. The principle underscores the critical role that parents play towards the success of their children's education. The Guidelines are intended to provide mechanisms for enhancing the capacity, skills and drive for action as well as providing avenues for parental involvement. The main aim of the Guidelines is to enhance the parent's role in nurturing the learner's potential.

## 1.2 Vision and Mission Statements of PE&E

Parental Empowerment and Engagement (PE&E) in the educational process shall be guided by the following vision and mission:

**Vision:** “Enhanced parental engagement in learner’s education”

**Mission:** “To strengthen parental involvement in nurturing the learner’s potential”.

The Vision and Mission statements of the Guidelines on PE&E are aimed at supporting the attainment of CBC’s Vision statement, which is to have “An Engaged, Empowered and Ethical Citizen”. Empowered and engaged parents will support the desire to ‘Nurture Every Learner’s Potential’.

PE &E Guidelines are anchored in the existing legal frameworks and policies, which include:

### a) The Convention on the Rights of the Child (CRC -1990)

The Convention lays the foundational principles from which all rights are derived. Helping children to understand their rights will require parents to guide them to make choices with knowledge of accompanying consequences. These principles require children to respect the rights of others, especially their parents. Rights of children should be respected by all educational stakeholders.

### b) The African Charter on the Rights and Welfare of the Child (1999)

The Children's Charter originated because the member states of the African Union believed that the CRC missed important socio-cultural and economic realities particular to Africa. It emphasizes the need to include African cultural values and experiences when dealing with the rights of the child.

### c) The Constitution of Kenya (CoK 2010)

The Constitution of Kenya in Article 26 recognizes the dignity and sanctity of life by acknowledging the right to life. Article 45 then goes on to acknowledge the family as a fundamental unit of society and the necessary basis of social order.

Article 53 is premised on the provisions of the CRC and the African charter. It states that a child is entitled to:

- A name, nationality, basic education, nutrition, shelter and healthcare.
- Protection from abuse, neglect, harmful cultural practices, all forms of violence as well as exploitative labour.
- Provision from both parents whether married or not.

**d) Basic Education Act, 2013**

According to the Basic Education Act, 2013, Article 31 (3) indicates that a parent or guardian has a right to participate in the character development of their children. This fosters good habits, acceptable values and behaviour for effective living as an individual member of the society.

**e) The Sessional Paper No.1 of 2019 on Reforming Education and Training**

The Sessional paper states that a child's school life should be enriched to enable him or her experience and cope better with life.

**f) Basic Education Curriculum Framework (BECF -2016)**

The BECF is a product of extensive stakeholder interactions, needs assessment and benchmarking studies. In a nutshell, the BECF captures the aspirations of most Kenyans in relation to the provision of Basic and Teacher Education in the country. The BECF has identified PE&E as one of the critical components of the competency based curriculum. The Guidelines on PE&E have been developed to actualize this aspiration. The Guidelines will support the realization of learning outcomes by enhancing the capacity of curriculum implementers. Indeed, teachers require the right skills to enable them create and strengthen partnerships with parents.

### **1.3 Guiding Principles on Parental Empowerment and Engagement**

Parental Empowerment and Engagement (PE&E) is based on four guiding principles.

These principles are:

### **1.3.1 Inclusivity**

Parents should be represented and actively engaged in all relevant decision-making levels in schools. It also entails participation in governance and advocacy through school councils and committees. Inclusivity can be fostered through effective communication on school programmes and learners' progress to parents.

### **1.3.2 Values**

The primary responsibility for nurturing values rests with parents and the community, but education too has an important role to play in this regard. Parents should instill values that guide learners in making right, moral and ethical choices in life, choices that will positively influence other people in the society.

### **1.3.3 Shared Responsibility**

Parental empowerment and engagement consists of partnerships between parents, schools and communities. It involves raising the awareness of parents on the benefits of engaging in their children's education and providing them with skills to do so.

### **1.3.4 Prudent use of resources**

Awareness on the need for proper utilization and maintenance of resources will be created among parents, school administrators, teachers and learners. They should be encouraged to develop methods of prudent resource management. This will foster positive attitudes in the use of the physical facilities provided in learning institutions. Parents can also be the resources or providers of resources required for use in learning institutions.

## **1.4 Theoretical Approaches**

A number of theories recognize the role of parents in the enhancement of learning outcomes among learners. Some of the theoretical foundations for PE&E include but are not limited to:

#### **1.4.1 Psychoanalysis and Personality Development Theories (Sigmund Freud and Erik Erikson)**

According to Freud and Erickson, personality and behaviour develop through a series of stages. The emotional experiences of early childhood have a profound impact on adult personality. Hence, parents must shield their children from painful experiences, during the formative years. Unless this is done, the end result might be a psychologically imbalanced person.

#### **1.4.2 Attachment Theories (Bowlby/Mary Ainsworth/Harlow/Konrand)**

These theories focus on the need for children to bond emotionally with significant persons in their lives. Consequently, parents must extend love, a sense of belonging, warmth and predictable care that meet the physiological and psychological needs of children. Only then, can positive results be achieved.

#### **1.4.3 Cognitive and Intellectual Development Theories (Jean Piaget and Lev Vygotsky)**

This theory postulates that intellectual abilities are determined by a child's genetic inheritance and nurtured by environmental conditions. So, parents must be empowered to enable them provide enriched environments for children's intellectual growth.

#### **1.4.4 Behaviour Modification Theories (Ivan Pavlov, J. B. Watson and B. F. Skinner)**

These theories suggest that, behaviour can be modified through the way the environment is arranged, for example, pairing experiences that lead to association learning, reinforcement leading to acquisition of behaviours, punishment leading to weakening or elimination of behaviours, among others. Therefore, parents should realise that their power to mould children's behavior is of great importance.

## **SECTION 2**

### **2.0 PILLARS AND STRATEGIES ON PARENTAL EMPOWERMENT AND ENGAGEMENT**

#### **2.1 Introduction**

This section provides information on the pillars and the strategies that support PE&E. Each strategy has a suggested implementation framework containing activities that school leadership can carry out in order to empower and engage parents.

#### **2.2 Pillars of PE&E.**

The Guidelines on PE&E are premised on two pillars namely: empowerment and engagement.

##### **2.2.1 Parental Empowerment**

Empowerment refers to the enhancement of knowledge, skills, attitudes and practices of an individual or a group in pursuit of a mutual goal. It is the process of becoming stronger and more confident in performing one's role. Therefore, parental empowerment may be defined as a process or activity that is undertaken to enhance the capacity of parents so that they can actively nurture the potential of their children in and out of school. However, optimal learning can best be achieved through a multi-dimensional approach involving all members of a school community. These members include learners, parents, teachers, support staff, Board of Management (BoM) and the Parent Association (PA).



The use of adult learning approach in facilitating conversation capitalizes on andragogy and the unique learning abilities of parents. This approach will create parental awareness through advocacy on their responsibilities in the learning of their children.

### **General Outcome of Parental Empowerment**

Proper interpretation and implementation of the guidelines will lead to enhanced parental knowledge, skills, attitudes and practices that support holistic development of the learner in a safe and supportive environment.

### **Strategies for Parental Empowerment**

Empowerment will be implemented through the following strategies:

- a) Training
- b) Advocacy
- c) Resourcing

#### **2.2.1.1 Training**

This is a structured process geared towards the acquisition of skills, concepts, change of attitude and advancement of knowledge. Training boosts the performance of an individual or a group of people with a common objective or goal. For this reason, parents, teachers and other members of the school community will be trained on their roles in nurturing learners' potential.

#### **Immediate Outcomes**

Training as a strategy will seek to achieve the following outcomes.

1. Informed and strengthened engagement amongst members of the school community especially parents
2. Enhanced capacity of the Parents Association (PA) to effectively implement Guidelines on PE&E.
3. Improved knowledge, attitudes and skills on parents' roles and responsibilities in the education of their children.
4. Improved collaboration between teachers and parents in achieving learning outcomes.

### **Activities to be undertaken to realize the immediate training outcomes**

1. Orient the BoM and school management on the importance of PE&E and their role in the implementation of the Guidelines.
2. Train PAs on PE&E facilitation skills at school and county level.
3. Train parents on their roles and responsibility in boosting the achievement of desired learning outcomes.
4. Sensitize teachers on the need for teacher-parent partnership in enhancing the attainment of learning outcomes.
5. Sensitize the support staff on the critical role of parents in supporting the achievement of learning outcomes.

### **Implementation matrix on parental empowerment**

This section provides strategies and the accompanying implementation matrix showing the actions to be undertaken in rolling out strategies that would enhance parental empowerment. It also outlines the responsible stakeholders as well as the key performance indicators. All the elements in the matrix will provide a basis for effective monitoring and evaluation.

Strategy 1: Training					
Target	Specific Activities	Responsible Stakeholder/Key actor	Proposed Duration	Performance Indicators	Proposed Resources
BoM  School Management	1.1 Orient the school BoM and the school management on: <ul style="list-style-type: none"> <li>• The importance of the PE&amp;E programme</li> <li>• Their role in the implementation of the Guidelines</li> <li>• The highlights of the Competency Based Curriculum</li> </ul>	MoE  PA representatives	Schools to set annual targets  Every time a new office is constituted or as may be necessary	Proportion of resources (material & financial as per annual budget committed to PE&E)  Schedules for PE&E activities per set period (quarter, bi-annual, annual)  Number of members oriented by set period  Incorporation of PE&E component(s) in school activities per set period (quarter, bi-annual, annual)	PA Training Manuals  Basic Education Curriculum Framework (BECF)
PA	1.2 Induct PAs on:	PA representatives	Once and every	Number of PAs	PA Facilitator's

Strategy 1: Training					
Target	Specific Activities	Responsible Stakeholder/Key actor	Proposed Duration	Performance Indicators	Proposed Resources
	<ul style="list-style-type: none"> <li>The importance of the Guidelines on PE&amp;E</li> <li>The place of PE&amp;E programme at county level</li> <li>The highlights of the Competency Based Curriculum</li> </ul>	<p>School Management</p> <p>Relevant government officers e.g. chief, education officers, relevant county government officers, among others.</p>	time a transition occurs.	<p>inducted Number of PAs involved in the implementation of the Guidelines on PE&amp;E in their respective schools</p>	<p>Manual</p> <p>PA Training Manual</p> <p>Basic Education Curriculum Framework (BECF)</p>
PA	<p>1.3 Train PAs on:</p> <p>Parenting skills</p> <ul style="list-style-type: none"> <li>Topical issues on parenting and education.</li> <li>Parental roles and responsibilities that supports learners</li> <li>Facilitation skills (training skills) at school level to reach</li> </ul>	<p>PA representatives</p> <p>School management</p>	<p>Target set by school as per need (monthly, quarterly, bi-annually, annually)</p>	<p>Number of PAs inducted to implement Guidelines in their respective schools</p> <p>Number of PAs trained per set target</p> <p>Number of trainings conducted per set</p>	<p>PA Training Manual</p>

Strategy 1: Training					
Target	Specific Activities	Responsible Stakeholder/Key actor	Proposed Duration	Performance Indicators	Proposed Resources
	out to all parents			target Number of parents reached per set period	
School Community	1.4 Facilitate dialogues and debates with parents at community and school level	PA representatives School management Community leadership Community opinion leaders MoE	Target set by PA and school as per the need	Number of persons reached by PA  Number of dialogues conducted per the needs and issues affecting the community  Report on dialogues and debates	PA Training Manual Constitution of Kenya 2010 Basic Education Act 2013
Parents	1.5 Sensitize parents on: <ul style="list-style-type: none"> <li>The importance and highlights of the PE&amp;E programme</li> <li>Good parenting practices that support</li> </ul>	PA representatives School management	As outlined on the school calendar  During school activities where	Number of parents sensitized  Number of parents involved in school activities (academic)	PA Training Manual School activities log sheets

Strategy 1: Training					
Target	Specific Activities	Responsible Stakeholder/Key actor	Proposed Duration	Performance Indicators	Proposed Resources
	children's learning at home and at school.		parents are involved e.g. prize giving days, sports among others	and non-academic)  Sensitization sessions slotted in the school calendar per term or per year	
Parents	1.6 Train parents on: <ul style="list-style-type: none"> <li>The highlights of the Competency Based Curriculum</li> <li>Their role in supporting achievement of learning outcomes.</li> </ul> Content areas may include; how to get information from a report card, how to help with homework, how to monitor	PA representatives  School Management	At least once per term or as per the needs of the school	Number of parents trained per set period  Number of parents participating in school activities  Number of parents volunteering in school activities	PA Training Manuals  Basic Education Curriculum Framework (BECF)  Other curriculum support resources approved by KICD  Qualified personnel/experts from various sectors

Strategy 1: Training					
Target	Specific Activities	Responsible Stakeholder/Key actor	Proposed Duration	Performance Indicators	Proposed Resources
	<p>school work (for example by asking what they learned at school, what they like in school and other related questions).</p> <ul style="list-style-type: none"> <li>Parenting skills.</li> </ul> <p>Content areas may include but not limited to: role modeling, hygiene and nutrition of children; positive discipline, life skills, drugs and substance use, human sexuality, progressive cultural practices, dealing with emerging trends among others.</p>				

Strategy 1: Training					
Target	Specific Activities	Responsible Stakeholder/Key actor	Proposed Duration	Performance Indicators	Proposed Resources
Teachers	1.7 Train teachers on: <ul style="list-style-type: none"> <li>• The importance of partnering with all parents</li> <li>• Their role in supporting the achievement of learning outcomes</li> </ul>	PA representatives  School management	Continuously (monthly, quarterly, biannually, annually)	Number of teachers trained  Number of teachers supporting parental involvement in schools  Number of activities that involve teachers and parents both in and out of school	PA Training Manual  Other support resources approved by KICD
Support Staff	1.8 Sensitize the support staff on the critical role parents play in supporting the attainment of learning outcomes and the welfare of the learners	School Management  PA representatives	Continually (monthly, quarterly, biannually, annually)	Number of support staff sensitized  Number of instances and areas where support staff have assisted parents	PA Training Manual  Basic Education Curriculum Framework (BECF)  Other support resources approved



Strategy 1: Training					
Target	Specific Activities	Responsible Stakeholder/Key actor	Proposed Duration	Performance Indicators	Proposed Resources
	Highlights of the Competency Based Curriculum			<p>Number of reported instances and areas where parents recognize the contribution of the support staff</p> <p>Reduced cases of absenteeism, delinquency and indiscipline among learners</p>	by KICD

### **2.2.1.2 Advocacy**

Various activities will be undertaken to support parents in promoting a safe and supportive environment for learners in school.

#### **Immediate Outcomes**

Advocacy as an empowerment strategy is aimed at achieving the following outcomes:

1. Increased awareness on the importance of parental participation
2. Increased enrolment, retention and transition of learners in schools
3. Increased resource base for learning
4. Improved family support systems that are pro-education
5. Informed communication amongst stakeholders

#### **Activities to be undertaken to realize the immediate outcomes**

The following are suggested activities that can be undertaken by the school and the community to support the attainment of the stated outcomes on advocacy. These are:

1. Establish an advocacy committee to address issues that affect education
2. PA to lobby for resources from relevant stakeholders to support school improvement plans
3. PA to lobby relevant government agencies for pro-family life legislation and policy formulation
4. Organize PE&E conferences at different levels where key stakeholders can be empowered
5. Establish a communication office or center for stakeholder engagement and feedback

## Strategy 2: Advocacy

Target	Specific Activities	Responsible Stakeholder/Key actor	Proposed Duration	Performance Indicators	Proposed Resources
School Community	<p>2.1 Establish an advocacy committee to address issues affecting education e.g. retrogressive practices, ignorance, among others. The forum will create platforms and structures for the following but not limited to:</p> <ul style="list-style-type: none"> <li>• Community dialogues</li> <li>• Enforcement of school rules and regulations within the learning environment</li> <li>• Enforcement of government laws and policies on education</li> <li>• Other pertinent contemporary issues</li> </ul>	<p>Parents</p> <p>School management</p>	<p>Specific targets set by the school in consultation with the parent</p> <p>Continuous</p>	<p>Advocacy committee and the established forum</p> <p>Meetings per quarter showing agenda, attendance, minutes and resolutions.</p> <p>Reports depicting various advocacy activities</p> <p>Issues solved per quarter, which affect the school</p> <p>Changes identified in behavioural patterns, performance in both academic and non-academic activities, harmonious co-</p>	<p>Office Secretary</p> <p>PA Training Manual</p> <p>Allowances to cater for advocacy activities such as travel, food and any other as per need and requirements</p>

Advocacy Committee	<p>2.2 Train committee/ forum on advocacy on the following among others:</p> <ul style="list-style-type: none"> <li>• Leadership and management skills</li> <li>• Lobbying strategies for resources to support school activities and development plans from relevant stakeholders e.g. the government, corporate sector among others</li> <li>• Creating effective parent-teacher annual conferences</li> <li>• Conflict management</li> <li>• Collaborating and partnering</li> <li>• Neighborhood coalition building</li> </ul>	PA representatives School management	<p>Every time a new committee is formed</p> <p>Continuous</p>	<p>existence between all stakeholders among others</p> <p>Conferences done annually</p> <p>Evidence of resources lobbied for</p> <p>Evidence of accountability for allocation and distribution of resources</p> <p>Evidence of improved and effective working relationships among stakeholders</p>	<p>Training materials</p> <p>Training resources e.g. Finance, human capital (trainers or experts)</p>
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### **2.1.3 Resourcing**

This refers to the processes and actions that will facilitate availability of facilities, materials, finances, human resources and other assets necessary for effective learning.

#### **Immediate Outcomes**

1. Increased parents' participation in resource mobilization for school activities
2. Enhanced resource-base at school level
3. Enhanced accountability and efficiency in school resource utilization

#### **Activities to be undertaken to realize the Immediate resourcing Outcomes**

1. Mobilize communities to pool resources for common use in learning institutions
2. Undertake a resource gap analysis and formulate an implementable action plan
3. Create appropriate working relationships through linkages, partnerships and referrals where necessary
4. Monitor resource utilization and management within the school community for accountability purposes.

Strategy 3: Resourcing					
Target	Specific Activities	Responsible Stakeholder/Key actor	Proposed Duration	Performance Indicators	Proposed Resources
Stakeholders	<p>3.1 Empower communities e.g. corporate sector around the school and alumni, to pool resources together for common use in learning institutions</p> <p>3.2 Identify gaps in resource availability e.g. staff, materials, finances and invite stakeholders to help address those gaps</p> <p>3.3 Create linkages, partnerships and referrals where necessary to support learning programmes and school development</p> <p>3.4 Follow up on resource utilization and management within the school community to minimize unnecessary wastage and pilferage</p>	School community	Periodic (quarterly, biannually and annually)	<p>Resource gap analysis report</p> <p>Report on obtained resources</p> <p>Programmes executed with the acquired resources</p> <p>Monitoring and evaluation reports</p>	<p>Activity proposals as per ministry Guidelines</p> <p>Consultants</p>

## **2.2.2 Parental Engagement**

Parental engagement is the active participation of parents in their children's learning and holistic development in collaboration with teachers and other stakeholders. Learning experiences at home should take place to reinforce what is learnt in school. These connections can be maintained through various activities and provision of opportunities to parents to render services. Some strategies have been proposed that parents will engage in towards the education of their children.

### **General Outcome of Parental Engagement**

Improved learning outcomes and the general wellbeing of learners

### **Strategies of Parental Engagement**

It's important to note that parents, teachers, BoMs, school management and the community need to be empowered in order to be engaged. Capacity building of all stakeholders is critical to ensure active parental involvement in school activities. This will help nurture the potential of learners in and out of school.

Parental engagement therefore will be enhanced through the following strategies:

1. Participatory decision making
2. Communication and collaboration
3. Learning and development process
4. Resourcing, volunteering and linkages.

#### **2.2.2.1 Participatory Decision Making**

Parents should be involved in the formulation of decisions affecting the learner's overall wellbeing within and outside the school.

#### **Immediate outcome**

Enhanced parental participation and ownership of decisions affecting children's education.

### **Activities to be undertaken to realize the immediate outcomes**

1. Participate in BoM and PA forums, attending meetings, offering their candidature, voting and sharing ideas on how to develop the school.
2. Take part in discussions concerning their children's observed behaviour. This is aimed at helping parents participate in the identification of their children's natural abilities, academic capabilities, career guidance and choices.
3. Monitor children's growth and development as well as the identification of learning difficulties/disabilities where they may occur.
4. Proactively participate in decisions concerning the general wellbeing of their children in and out of school.

### **Implementation matrix on parental engagement**

This section provides strategies and the accompanying implementation matrix showing the actions to be undertaken in rolling out strategies that would enhance parental engagement. It also outlines the responsible stakeholders as well as the key performance indicators. All the elements of a matrix will provide a basis for effective monitoring and evaluation process.



Strategy 1: Decision Making					
Target	Specific Activities	Responsible stake holders/ Key actor	Proposed duration	Performance indicators	Proposed resources
Parents	1.1 Parents shall actively participate in existing school structures such as BoM, PA through voting, attending meetings among others.	School management and PA	Quarterly, biannually and annually or as per need	Documented decisions with parents' input	PA Training Manual School Management Manual
Parents and Teachers	1.2 Sharing ideas towards planning and development of school programmes and activities through structured school based decision making organs. This may include school development plans and formal, non-formal and informal programmes.	School Management and PA	Quarterly, biannually and annually or as per need	Documented decisions with parents' input Number of programmes/ projects and activities agreed upon jointly.	PA Training Manual School Management Manual
Parents and Teachers	1.3 Discuss with teachers and career counselors their children's observed natural abilities and academic performance with the aim of guiding them towards career information and choices. This involves talent identification and nurturing, choosing subjects, course selection and learners' achievements.	School Management, and PA	Quarterly or as per need	Learners' performance and behaviour records	PA Training Manual Teacher pre-service and in-service Training Curriculum
Parents and	1.4 Report any observed behavioural anomalies in the child and discuss it with	School Management,	Continuously	Learners' performance and behaviour records	PA Training Manual Teacher pre-service

Strategy 1: Decision Making					
Target	Specific Activities	Responsible stake holders/ Key actor	Proposed duration	Performance indicators	Proposed resources
Teachers	teachers to detect or identify learning /transition challenges; place the learner or devise performance improvement strategies.	Teachers and PA			and in-service Training Curriculum
Parents	1.5 Discuss observed character, behavior and indiscipline issues regarding a child with teachers and make necessary corrections and adjustments.	School Management, PA, teachers and support staff	Continuously	Learners' performance and behavior records	PA Training Manual Teacher pre-service and in-service Training Curriculum
Parents and Teachers	1.6 Proactively participate and contribute to decisions concerning the general wellbeing of their children, for example; child care, protection, safety and security, physical and mental health, emotional and spiritual wellbeing.	PA, School Management and BoM	Continuously	Learners' performance trends in both formal and non-formal curricular	PA and School Management Manual
Parents	1.7 Sharing ideas towards planning for growth and development of the school or programmes and activities as stipulated in school development plans.	School management and BoM	Periodically as need arises	School programmes with parents' input	PA Training Manual and School Management Manual

### **2.2.2.2 Communication and Collaboration**

Parents are key stakeholders in the school community. Timely and effective communication enables parents to collaborate with the school towards the improvement of their children's well-being. Parents should be regularly updated and provided with opportunities to respond on matters concerning learning and general issues on education.

#### **Immediate Outcome**

Enhanced mutual understanding and timely action leading to better performance and the learner's general wellbeing.

#### **Immediate Outcome Activities**

Communication and collaboration between the school and parents can be enhanced through the following activities:

1. Teacher – parent collaboration to develop action plan for each learner.
2. Prompt and coordinated action between the school and the parents on issues such as discipline, emerging issues such as illnesses or bereavement.
3. Peaceful and prompt resolution of conflicts.
4. Timely sharing of the MoE and school calendars of events and programme of activities with parents to encourage parental involvement.
5. Parents engaging with their children on school assignments such as homework and projects.

Strategy 2: Communication and Collaboration					
Target	Specific Activities	Responsible stake holders/Key actor	Proposed duration	Performance indicators	Proposed resources
Parents, Teachers and Learners	2.1 Monitor child's learning progress while considering the learner's age. Teachers and parents should jointly agree on an improvement plan.	Teacher and parent	Daily and weekly	Enhanced parental engagement in the child's learning and development process e.g. diary entries, report cards, portfolio, consent forms, clinic days and progress reports	Guidelines on PE&E PA Training Manual
Parents and Teachers	2.2 Intervene promptly on discipline or any pertinent and contemporary issue in the child's learning process such as illnesses, bereavement or disasters. The school management should take the responsibility of communicating issues that may require parental involvement.	Teachers, school management and support staff	As need arises  Every time a new parent joins the school	Enhanced parental engagement in the child's learning and developmental process through documented records like the discipline book, guidance and counseling records, black book among others.	Guidelines on PE&E PA Training Manual
Parents, Teachers and School Managem	2.3 Strengthen communication mechanisms between the school and parents. Explore opportunities and different channels of communication to ensure that parents are able to engage as may be necessary.	PA, School Management and BoM	Termly and yearly.  As need arises	Enhanced parental engagement through the schools' channels of communication and reflecting in the child's	Guidelines on PE&E PA Training Manual

Strategy 2: Communication and Collaboration					
Target	Specific Activities	Responsible stake holders/Key actor	Proposed duration	Performance indicators	Proposed resources
ent	Examples of such channels are face to face, telephone calls, bulk SMS services, school website and social media platforms like WhatsApp and Facebook.			learning and developmental process.	
Parent	2.4 Strengthen feedback channels by introducing a communication envelope where parents sign for all the documents sent from the school through the learner. Such documents may include circulars, newsletters and receipts.	Teacher and Parent	Continuous	Number of signed and returned envelopes	PA Training Manual
Parent and teachers	2.5 Peaceful and prompt resolution of conflicts without disrupting learning. For instance, cases of encroachment on school land, child abuse, and performance disputes should be amicably resolved through stronger communication and collaboration mechanisms.	Parent and School management	Continuous	Number of teachers and parents trained  Evidence of issues resolved in a school term	PA Training Manual
Parent	2.6 Timely sharing of the MoE and school calendar of events and programme of activities with parents	School management	At the beginning of the year for the annual calendar and beginning of	Number of parents participating in planned school activities	MoE and school circulars

Strategy 2: Communication and Collaboration					
Target	Specific Activities	Responsible stake holders/Key actor	Proposed duration	Performance indicators	Proposed resources
			term for termly activities	Number of school events shared with parents on schedule	
Parents and Teachers	2.7 Maintaining a diary where parents and teachers regularly communicate. For example, parents can sign homework completed by their children.	School management	Continuous	Proportion of diaries signed by parents	School diary
Parents	2.8 Parents getting involved in helping their children at home with school assignments such as science projects, art and craft assignments among others. Parents can also assist with multiplication tables, addition and subtraction using pairs of numbers (bonds) in mathematics.	Teachers	Continuous	Number of activities done in collaboration with parents	School diary
Parents	2.9 Encourage parents to take part in school activities like sports, fun days, symposiums, fund raising walks and professional talks.	School management	Continuous	Proportion of parents participating in school events	Registers of various events

### **2.2.2.3 Development and Learning Process**

Quality learning should facilitate holistic growth and development. As learners grow, they negotiate various developmental milestones in the following six dimensions: physical, social, intellectual, emotional, moral and spiritual. Parents should be actively involved in monitoring and providing support to their children as they negotiate the developmental milestones.

For instance, adolescents require the assurance of parental love and support throughout their schooling. Parents should create enabling environments to nurture values and develop character in their children.

#### **Immediate Outcome**

Enhanced parental engagement in partnership with the teacher in the child's developmental process and learning to realize their full potential.

#### **Activities to be undertaken to realize the immediate outcome**

1. Introduce and nurture values in their child to facilitate moral and social development.
2. Involve the child in play and age-appropriate chores for their physical, intellectual, spiritual, social and emotional development.
3. Attend and actively participate in school activities and meetings. These activities may include academic clinics, music and drama festivals, symposiums, games and sports activities.
4. Take children to places of worship and encourage them to share what they learn with their teachers. Parents should also provide continuous moral and spiritual guidance to their children.
5. Provide adequate resources and an enabling environment for children to grow, learn and acquire age-appropriate life and self-skills.
6. Involve the child in safe and age-appropriate family and community activities that enhance learning.

7. Support the child in doing homework and other school activities as may be appropriate.
8. Read and respond to school reports or teacher comments on children's work.



Strategy 3: Learning and Development Process					
Target	Specific Activities	Responsible stake holders/ Key actor	Proposed duration	Performance indicators	Proposed resources
Parents	3.1 Introduce and nurture values in the child to facilitate moral and social development. Parents should model the values and character they desire in their children since values are caught rather than taught.	PA and School management	Continuous	Proportion of parents attending school forums where values and children's moral development is discussed.	PA Training Manual Life skills education curriculum support materials
Parents and Teachers	3.2 Involve the child in play and age appropriate chores for their physical, intellectual, spiritual, social and emotional development. Such may include skipping, swimming, swinging, herding, fetching water and firewood, cooking, cleaning and other household chores.	PA and School management	As planned by the school	Proportion of learners who report e.g. through the portfolios that their parents and teachers involve them in chores and activities.	Physical Education curriculum support materials, PA Training Manual Life skills education curriculum support materials
Parents	3.3 Attend and actively participate in school activities and meetings. These activities are like academic clinics, music and drama festivals, symposiums as well as games and sports.	PA and School management	Regularly and when called upon	Number of parents attending school activities and meetings	Attendance registers of parents meeting PA Training manual
Parents	3.4 Parents should take their children to places of worship and encourage them to share their experiences with their	PA and School management	During days of worship Daily as the	Number of learners reporting to the teacher about what they learn in	PA Training Manual Relevant religious

Strategy 3: Learning and Development Process					
Target	Specific Activities	Responsible stake holders/ Key actor	Proposed duration	Performance indicators	Proposed resources
	teacher. In addition, they should continuously provide spiritual and moral guidance to their children.		family engages in religious activities at home.	places of worship.	education curriculum support materials
Parents	3.5 Provide adequate resources and enabling environment for children to grow and learn in.	PA and School management	Continuously	Resources provided to adequately support learning	PA Training Manual
Parents	3.6 Train the child in age- appropriate self-care skills e.g. toilet training, dressing, personal hygiene and grooming among others.	PA and School management	Continuously	Number of learners demonstrating growth in this area	PA Training Manual Health and Hygiene curriculum support materials Life skills education curriculum support materials
Parents and Teachers	3.7 Involvement in safe and age appropriate family and community activities that enhance learning.	School Management and PA	Continuously	Number of children reporting being engaged in family and community activities through entries in their portfolios	PA Training Manual Guidelines on Community Service Learning (CSL)
Parents and	3.8 Supporting children to acquire essential life skills such as decision	School Management and	Continuously	Number of children who exhibit the life skills	PA Training Manual

Strategy 3: Learning and Development Process					
Target	Specific Activities	Responsible stake holders/ Key actor	Proposed duration	Performance indicators	Proposed resources
Teachers	making, problem solving, interpersonal relationships, friendship formation and maintenance, empathy and goal-setting for both academic and non-academic areas.	PA		acquired	Life skills education curriculum support materials
Parents and Teachers	3.9 Support the child in doing homework and other school activities as may be appropriate.	School Management and PA	Continuously	Number of children who have done assignments with parental support	PA Training Manual Learners diaries

#### **2.2.2.4 Resourcing, Volunteering and Linkages**

Schools require various kinds of resources to function effectively and efficiently. These resources include human, physical and financial. Parents are an important resource that the school should tap into to improve the wellbeing of the school community. They can support school activities and development through volunteerism, provision of own resources, relevant linkages and networking for the school.

##### **Immediate Outcome**

Cost effective access to goods and services through enhanced linkages with parents and other service and resource providers

##### **Activities to be undertaken to realize immediate outcome**

1. Participate in identifying, quantifying and prioritizing the resource needs of the school both in cash and in kind.
2. Encourage and facilitate their children to volunteer their services in planned school activities if the activities are age, gender and culturally appropriate.
3. Provide opportunities for parents to volunteer their services and resources to the schools.
4. Create useful linkages with relevant government and non-government agencies to provide resources as may be required.
5. Participate in fundraising to improve the school facilities and services.
6. Provide their children with simple classroom aids or materials as requested by the teachers

Strategy 4: Resourcing, Volunteering and Linkages					
Target	Specific Activities	Responsible stake holders/ Key actor	Proposed duration	Performance indicators	Proposed resources
Parents, teachers and students	4.1 Participate in identifying, quantifying, prioritizing and approving the resource needs of schools both in cash and in kind.	School management, parents and community leaders	Whenever need arises	Increase in access to goods and services in a cost effective manner.	PA Training Manual School Management curriculum support materials
Parents and learners	4.2 Encourage and facilitate learners to volunteer their services in planned school activities provided that the activities are age, gender and culturally appropriate. For example, instead of spending money on cleaning services, learners clean their schools as a learning process rather than a punitive measure.	School management and PA	Continuously	Enhanced linkages that increase the ability of a school to address its resource needs.  Evidence of activities undertaken through learners' volunteerism	PA Training Manual

Strategy 4: Resourcing, Volunteering and Linkages					
Target	Specific Activities	Responsible stake holders/ Key actor	Proposed duration	Performance indicators	Proposed resources
Parents and School Management	4.3 Provide opportunities for parents to volunteer their skills, services and resources. For example, schools could encourage parents with teaching qualifications to voluntarily supplement the established teaching staff. Other professionals could also provide career, topical and motivational talks as well as job shadowing opportunities for the learners.	PA and Board of Management	Continuously	Number of school services provided voluntarily by parents	PA Training Manual  School Management Guides

Parents, teachers and School Management	4.4 Create relevant linkages with relevant government and non-government agencies to provide resources as may be required. Agencies such as NG-CDF, LATF, County government, Persons with Disability Fund, Constituency Bursary Fund and private foundations and donors could help address challenges affecting the welfare and learning process of children e.g. school infrastructure, food, uniforms and learning materials.	PA, School Management and BOM	Whenever need arises	Amount of resources accessed through established linkages	PA Training Manual School Management Guides Resource Mobilization and Management Guides
Learners, Parents Teachers and School Management	4.5 Participate in fundraising to improve the school facilities and services.	Teachers, PA, School Management and BoM	Whenever need arises	Amount of resources accessed through these fundraising activities	PA Training Manual School Management Guides Resource Mobilization and Management Guides

## APPENDICES

### Appendix I: List of writers in the Development of Guidelines on PE&E

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## **Appendix 2: Qualities of a Responsible Parent**

The following are some of the characteristics of an empowered and responsible parent.

- Understands the child's school calendar
- Visits school on certain occasions
- Is concerned with the child's welfare
- Does follow-ups in the child's school
- Provides for the child's needs
- Ensures safety and security of the child
- Is ethical and a good role model
- Provides career guidance to the child
- Disciplines the child
- Spends quality time with the child
- Supports education activities of the learning institution of his/her child
- Respects the child
- Identifies and nurtures the child's talents



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