Improving involvement of parents in primary education in Uganda

Rhodé van den Berg

Improving involvement of parents in primary education in Uganda

Master Education, Socialization and Youth Policy
University of Utrecht

Rhodé van den Berg
Supervisor: Dr. Chris Baerveldt
Utrecht, July 2012

Abstract

The improvement of parental involvement in primary education was studied in seven projects in seven districts of Uganda. The projects were compared by using a changing behaviour model as framework. All the projects were paying attention to every changing behaviour factor of the model. To what extend varied within and between projects. In general positive results seemed to be related to the projects' activities. Teaching the parents skills seemed to be important for reducing some of the barriers parents experienced. However, there were too many barriers and too little resources to deal with those barriers in the projects. Parents were not fully being enabled to be involved in education. The project activities were evaluated on the level of attention paid to the changing behaviour factors. This way it was predicted which projects were most likely to succeed, namely the projects teaching practical skills to parents, like literacy or agriculture skills. Through this study success factors were identified in the project, which can contribute to further improvement of parental involvement in primary education of Uganda.

Key words: Parental involvement, primary education, ASE model

Foreword

Primary schools in rural Uganda lack parental involvement. For the quality of education and the development of a child, it would be better when parents are involved. Five Dutch Non Governmental Organisations requested a documentation of their successes in improving parental involvement in primary education. By doing so, their experiences would be evaluated and shared with stakeholders, in order to invest in the development of children of Uganda. The research represented in this article was performed by Rhodé van den Berg, student of the University of Utrecht. A special thanks goes to the supervisors for their support and advice: Maria Maas (Oxfam Novib, Den Haag, The Netherlands), Ans de Jager (War Child Holland, Kampala, Uganda) and Chris Baerveldt (University of Utrecht).

The article will start with the introduction of the subject and explenation of the background theory of the model used for research. There will be continued with the actual study and its results, conclusions and points of discussion.

1.   Introduction

1.1. Education and Uganda

The right of education for every child is supported by a lot of countries and governments, through signing the Convention on the Rights of the Child and the Millennium Development Goals (Ansell, 2005). However, the Millennium Development Goals Report from the United Nations New York (2011) shows that there is a decline in growth of the enrolment of children in primary education. In 2009, 67 million children were not attending school at all and almost half of that number, 32 million, was living in sub-Saharan Africa. Of all children not participating in school, the most disadvantaged are girls, children living in conflict areas and the poorest children. Sub-Saharan countries did grow the most though, in their enrolment rate of children in primary education: From 58 percent in 1999 to 76 percent in 2009. There is a high dropout rate in these countries; at least two out of five children do not finish their last grade of primary education.

Uganda is one of the countries in sub-Saharan Africa, in which it is one of the least urbanised, according to Oxfam Novib (2011). 85 percent of the approximately 30 million people in Uganda live in rural areas, much of which consists of fertile soil. Uganda is exploring its crude oil and natural gas reserves and has other natural resources: copper, cobalt, hydropower, limestone, salt, arable land and gold (CIA, 2011). Uganda experienced

economical growth in the past years. However, the poverty rate is still high: 38 percent of the people of Uganda is living below the poverty line of US$1.25 per person per day, according to The World Bank (2008a). There is an increasing economic inequality, which affects particularly child and female-headed households. Uganda's population growth rate is high: 3.6 percent, which places Uganda on the third highest position in the world. 49.9 percent of the population consists of children in the age of 0 - 14 years old. HIV, infectious diseases and malnutrition are present on a large scale in Uganda.

According to the CIA (2011) both boys and girls attend school on average for 11 years, from primary to tertiary education. The literacy rate of people from 15 years and above is 66.8 percent. Primary education has been provided free of charge by the government of Uganda, through the Universal Primary Education (UPE) programme since 1997 (ACA2K, 2009). This programme increased school enrolment by 70 percent. The difference in enrolment levels between children from rich or poor environments decreased, because the UPE programme removed the threshold caused by tuition fees (Deininger, 2003). However, school dropout is a major issue in Uganda; The World Bank (2011) shows that only 57 percent of the pupils complete their primary education. Secondary education is also free, but free tertiary education is only granted to some students by a scholarship programme. The authority of education in Uganda is decentralised from the government to the schools and local governments, which makes it their responsibility to ensure the involvement of parents and communities in the schools (LEARN platform, 2010).

1.2. Parental involvement in Uganda

Involving parents in primary education is difficult in Uganda at this moment. One of the main contributing factors is explained by Nishimura and others (2009) in an analysis of the UPE policy. Parents hold the government responsible for the UPE programme and expect them to provide what is needed in education. To undo this idea and to get parents actively involved, all kinds of methods are used by education experts in Uganda. Some appear more successful then others. This study is comparing what different projects at primary schools in Uganda do to increase parental involvement. The organisations behind the projects selected their most successful projects to participate in the study. The successfulness of the projects wasn't measured through research, but labelled this way by their organisations. Comparing failing projects is not as informative and useful for stakeholders, as comparing successful projects. The latter is helpful to study success factors within the projects, which are

contributing to increased parental involvement. Looking at different projects enables combining their success factors. This knowledge will benefit the stakeholders. The information can be used to improve projects throughout Uganda that aim at increasing parental involvement in education. Measuring the actual outcomes of the projects quantitatively was not possible due to a lack of time and money. If it would have been possible, the measurement wouldn't show the factors contributing to these outcomes or factors counteracting the success of the projects. Studying what is actually happening in the projects provides more insight in success factors causing the desired outcomes. When this research would restrict itself to the official activities, like those documented in policies, it would miss out on important aspects contributing to the results of projects. Therefore it was necessary to visit the projects and see what is actually happening there, in order to analyse the success factors. The following question was asked: *What is actually happening in projects of LEARN platform members, to increase parental involvement in primary education? To what extend can success be expected, based on activities within the projects?*

1.3. Participating projects

Several Dutch non-governmental organisations (NGOs) that are involved in education in Uganda, formed a platform: LEARN platform. LEARN stands for Linking Educational Actors Representing Netherlands. Five of the members and their local Ugandan partner organisations participated in this study for a evaluation and documentation of one of their projects. War Child Holland (WCH), ZOA, SNV with their local partner Bringing Hope To the Family (BHTF), Terre des Hommes (TdH) with their local partner LIDI, Oxfam Novib with their local partners LABE, FAWE and CEFORD. In total there were seven organisations that selected a project. The projects organised activities in schools, as well as in the surrounding communities, to improve parental involvement in the schools. From every project two or three schools and their communities were visited. This resulted in the research taking place in sixteen public primary schools in seven districts of Uganda: Pader, Lira, Oyam, Gulu, Arua, Kyenjojo and Iganga.

2.   Theoretical background

2.1. Parental involvement in primary education

Parental involvement in primary education refers to the way parents, or caretakers, are

engaged in their child's development and performances in education. The level of involvement can be partly visualised through parents' behaviour. This behaviour can be very divergent. Parents can participate in school activities, be a part of the management of the school, provide necessary supplies, support their child with homework at home, bring their child to school and discuss the wellbeing of their child with the teachers. These are examples of how parents construct a positive learning environment for their children. The term involvement is prefered in this study, rather then participation. Participation refers to different types of actions, as is elaborated by Epstein (in Klaassen & Leeferink, 1998). With involvement also the mindset of parents is included. Some parents aspire to be involved in education, but are not able to actually be involved. They are not participating, but they are involved.

2.2. Effects of parental involvement

Parental involvement in the lives of their children is seen as an important factor for the good development of a child, according to Gauvain and Perez (2007) and Desforges (2003). They say that involvement of parents affects the shape of a child's environment and can partly determine the development of cognitive skills of children. Education is often a part of the life of a child and therefore parental involvement in education is important too. Desforges (2003) highlights that there are many factors influencing the achieved results of children in school and that parental involvement is one of those factors. There are consistent outcomes from different researchers of the positive impact of parental involvement on children. This implies that these results are reliable (Henderson & Mapp, 2002). Positive effects are concerning cognitive, social, emotional and academic growth in children (Davis-Kean & Eccles, 2003; Desforges, 2003; Driessen, Smit, & Sleegers, 2005; Henderson & Mapp, 2002; Patrikakou et al., 2003). Cognitive growth is visible through improved school achievements. Social growth is visible through relations with teachers and other pupils; their social competence is improved. Emotional growth is due to increased positive experiences of children, on cognitive and social sphere. Academic growth is visible through higher aspirations in undertaking further education and less truancy behaviour of children.

Driessen, Smit and Sleegers (2005) explain that besides the effects on children, parents' involvement stimulates schools' orientation on the community. When parents notice that the school is supportive in their home situation, their attitude towards school changes positively. This again leads to more involvement. When schools and communities are

cooperating and a school become part of the community, the gap between school and parents decreases. It becomes more likely for parents to participate in school activities.

Parents who are participating in school activities are more likely to gain confidence in their parental performances. They experience support from other parents during the activities and obtain new information about topics as education and parenting. Their self esteem increases, which has a positive influence on their child-rearing practices and their children. Cummins (1996, in Michalos, 2005)) shows that when parents are more satisfied over their role as parent, it will affect the quality of their life.

Parental involvement has positive effects on the school climate. Jordan, Orozco and Averett (2001, in Driessen, Smit, & Sleegers, 2005) have found a positive correlation between the involvement of parents, the positive school climate and the level of orientation of the school on the community. The capacity of a school increases when more parents are involved. When parents do their share in activities in a school, teachers can focus more on education. This benefits the quality of education.

This paragraph has highlighted the importance of parental involvement in primary education. To be able to improve parental involvement in Uganda, difficulties in changing the behaviour of parents should be studied.

2.3. A lack of parental involvement in primary education in Uganda

A lot of effort is done by education experts to improve parental involvement in Uganda. Activities are organised to achieve the right behaviour of parents and the community. Nevertheless, Garcia, Virata and Dunkelberg (2008) say there are difficulties with the involvement of parents in primary education in non-Western countries and in getting their children to finish school. As is mentioned in the introduction, Nishimura and others (2009) argue that one of the main issues counteracting parental involvement in Uganda is the impression parents have about the UPE program. The government told the Ugandan people education is for free. Parents interpreted this message as if they didn't have to do anything and laid all responsibilities on the government. It is hard for schools to get parents to help them run the school together and make quality education possible for their children.

Another main factor interfering with parental involvement is poverty in the rural areas of Uganda. Families are busy surviving, which is their first priority. Maslow (1970) reasons that a person's needs are hierarchical. The lowest basic needs have to be fulfilled, before other needs can get attention. When parents are surviving from day to day, it makes it harder

to think of their child's need in education.

Many parents in Uganda didn't attend primary education themselves. This makes it more difficult to understand what is expected from them now. Often parents are illiterate, which makes it even harder to understand what their children are learning. Visable benefits of education stay out, due to the high youth unemployment rate in rural areas of Uganda (The World Bank, 2008b).

Besides these main findings, many aspects seem to keep parents from being involved. To change behaviour effectively, it appears that more factors affecting behaviour of people need to be taken into account. This is elaborated in the next paragraph.

2.4. Changing behaviour according to the ASE model

Researchers developed models to indicate the processes of change in behaviour. One of them is the theory of planned behaviour, by Ajzen (1991), which is based on the theory of reasoned action, developed in 1975 by Ajzen and Fishbein. The theory of planned behaviour explains that intended behaviour is determined by attitude, subjective norms and perceived behavioural control. With these three factors it is possible to predict actual behaviour.

The ASE model (figure 1) looks like the theory of planned behaviour and was developed in 1988 by De Vries, Dijkstra and Kuhlman (Lechner, Kremers, Meertens, & De Vries, 2008). ASE stands for attitude, social influence and self-efficacy expectations. The model differs from the theory of planned behaviour on a few areas, what seems to make it more suitable for this research. Social influence is broader then subjective norms (Brug, Van Assema, & Lechner, 2008). Self-efficacy expectations put more emphasis on strength, in comparison with perceived behavioural control in the theory of planned behaviour. This will be elaborated more below.

Figure 1
ASE model
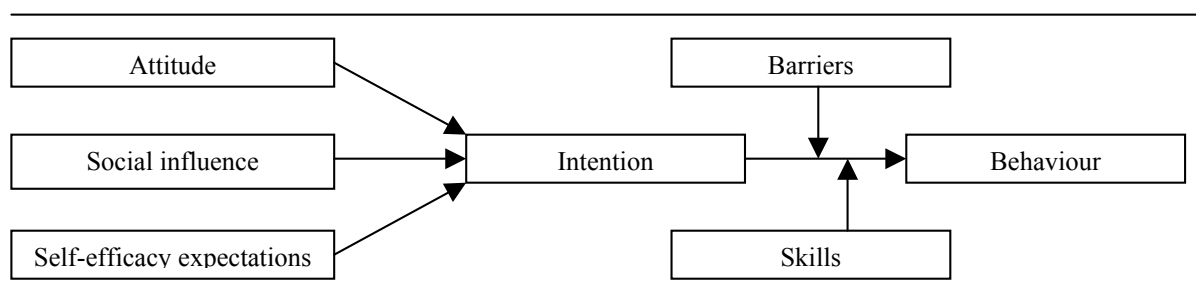
The model in figure 1 shows that to intend certain behaviour a person has to have the right attitude, positive social influence and the right expectations about the capability towards this behaviour. When a person has the intention of certain behaviour, it depends on skills and barriers whether or not it is possible to really act as intended.

In the ASE model, attitude refers to beliefs and opinions people have towards certain behaviour. Previous experiences, or a lack of experiences, will form people's attitude. A positive attitude towards a change of behaviour is important.

The social environment influences the behaviour of a person. Expectations, values and norms create guidelines for how to behave. The environment of a person can support or counteract a change in behaviour. Support is increasing the ability to change behaviour.

Self-efficacy expectations of a person concern the way a person looks at their own abilities. If people believe they can change their behaviour, it is more likely that they will succeed, contrary to when they don't believe in themselves.

Barriers can keep people from changing their behaviour even when they want to. It is relevant to remove or decrease those barriers, in order to stimulate behavioural change.

Skills are necessary to perform behaviour. Missing skills must be mastered before behaviour can change.

2.5. The ASE model and parental involvement

In this study the behaviour of parents is central, because a change in their behaviour will increase the quality of education and its impact on their children. The latter is the indirect purpose of all projects that are aiming for improvement of parental involvement. Parents and children are part of the community they live in. When they are more engaged in education it affects the community involvement in education. How the ASE model includes the different aspects of this study will be explained in the next section.

Attitudes parents have towards primary education is formed by their current beliefs and opinions about education and its consequences. Some of their beliefs and opinions might be based on wrongly attributed ideas, due to parents' own experience or a lack of knowledge. Davis-Kean (2005) found that previous experiences of parents with education of their own as well as of their children, influence parents' attitudes. Since a lot of parents never went to school, or only briefly, they don't know what to expect for their children. Their ancestors never went to school, so why should their children go? Cultural values of what is important in life might play a part in the attitude parents have. It is important to know the attitudes parents

have, because it enables a project to respond to parents' needs.

Social influence includes expectations and norms other people in the community have to being involved in primary education as a parent. It also covers the observed behaviour of others in the community, because this functions as a framework for parents to know how to behave normally. Social influence includes direct support or pressure from community members to be involved in primary education. Pressure can also be used to keep parents from being involved in education, for example when family members don't want spend the little time and money they have available on education.

Self-efficacy expectations contains the expectations parents have of being able to be involved in the education of their children; if they have the required resources and if they believe they can perform the right behaviour. For example, when parents are illiterate, they might feel insecure to help a child with homework. Possibly parents also have to deal with the pressure of others to not participate in school life, but to spend their time at home or working. When parents are on their own in their ideas and feel insecure, it is hard to show the parental involvement.

Barriers represent the activities of the projects that are reducing the present obstacles. Even when parents intend to be involved in education, they can be refrained from acting out the behaviour due to barriers. For example, when the school is too far to walk, parents might not have the money to pay for transport. The lack of money creates a barrier, which keeps them from being involved.

Skills represent the opportunities created by the project to improve skills that enable parents to act out their intended involvement. For example, when parents never attended school themselves, it might be helpful to arrange parent-teacher meetings on what is expected from them and train the parents on how to fulfil these expectations. This way the gained knowledge enables parents to actually be involved as expected.

These five ASE factors can be studied in each project and compared with each other. The behaviour changing models are often used and proven to be adequate for analysing the potential success of interventions aiming on changing behaviour, as appears from the meta-analysis by Armitage and Conner (2010). This analysis is about the theory of planned behaviour, which is mentioned before. Armitage and Conner found that the factors social influence and self-efficacy expectations are more effective for predicting behaviour, than subjective norms and perceived behavioural control. This supports the use of the ASE model as framework during this research, to find an answer to the questions in the introduction.

3.   Methods

3.1. Design

The projects participating in this study were only one part of the activities of the organisations. The evaluation did not involve the total organisation, but represented the activities within the projects at the moment of visiting. To collect qualitative data about what was actually happening in a project to improve parental involvement, sixteen public primary schools were visited from seven projects. The schools were located in rural areas of seven different districts throughout Uganda. For a representative view of the situation, data was collected with semi-structured interviews with different groups of respondents: Community leaders, head teachers, teachers, Parent-Teacher Association (PTA) members, School Management Committee (SMC) members, parents and children. Open observations, informal talks and meetings with local educational officials were included for processing and interpreting the results.

3.2. Selection of projects and participants

Members of the LEARN platform were able to select up to three of their, or their partners, projects in Uganda, which they wanted to be part of this study. These projects had to be involved in primary schools and its communities and had to be labelled as succussfull by the LEARN platform member. The policies of the their projects were analysed, to see which projects were most and less likely to succeed according to the ASE model. The list of criteria used for this comparison can be found in appendix 2 of this document. The analysis of the policies can be found in appendix 3 and is used as background information. A summary of the collected data can be found in appendix 4.

Not every LEARN platform member participated in this study, which made it possible to visit all seven suggested projects. The project members in Uganda selected schools and the participants for the semi-structured group interviews. Most of the times it succeeded to speak to all the different groups, as is shown in table 1.

Table 1

Participants per school per project

	Head Teacher	Teachers	PTA/SMC/ parents	Community leaders	Children
ZOA school 1	X	X	X	--	X
ZOA school 2	X	X	X	--	X
ZOA school 3	X	X	X	--	X
WCH school 1	--	--	X	X	X
WCH school 2	X	X	X	X	X
LABE school 1	X	X	X	--	X
LABE school 2	X	X	X	--	--
CEFORD school 1	X	X	X	X	X
CEFORD school 2	X	X	X	X	X
FAWE school 1	X	X	X	--	X
FAWE school 2	X	X	X	X	X
BHTF school 1	--	X	X	--	X
BHTF school 2	X	X	X	--	--
BHTF school 3	X	X	--	--	X
LIDI school 1	X	X	X	X	X
LIDI school 2	X	X	X	--	X

PTA: parent teacher association   SMC: school management committee

3.3. Procedure of data collecting

With the semi-structured interviews data was collected about what happened in the projects to improve parental involvement. Particularly on activities focussed on the changing behaviour factors, as mentioned in the ASE model: Attitude, social influence, self-efficacy expectations, barriers and skills. Topic lists with open questions were used during the interviews, which can be found in appendix 1 of this document. The interviews were taken face to face, to enlarge the response rate of participants. The participants were put together in groups, based on equality.

Overall the people were very eager to participate in the interviews. It was tried to keep the groups small, to ensure the possibility for each of the participants to express themselves. However, this wasn't always possible when more people were enthusiastic to participate. Mostly bigger groups weren't a problem, because with more views and experiences more information was gained in comparison to smaller groups. With children big groups were avoided. Children became shy to talk in a big group or didn't feel responsible to answer the questions.

Only one time a group of teachers and their head teacher seemed to be resistant to answer the questions. Answers were kept short and were negative towards the parental involvement in the school. However, there were a lot of parents present in the school, showing and telling a different side of the story. The project member was consulted to give

her view on the situation. She showed some of their activities and gained results, which counteracted with the view of the teachers. She explained the possibility of the teachers being negative to create the image that the project is still very much needed in their school and to keep them from leaving them on their own. Therefore the interview with these teachers was left out of processing the results.

3.4. Reliability and validity

There were significant cultural differences within the country, because of the different tribes in Uganda. However, the visited districts were spread out across the country, which increases the possibility to generate the research outcomes over the whole of Uganda. Only rural areas were visited, so the outcomes can not be generalised to urban areas of Uganda.

Talking face to face with the participants was helpful by exposing misunderstandings towards the questions, which occurred due to the differences in culture between researcher and participants. On the other hand, face to face contact could have influenced the data, due to the differences in appearance and culture of the researcher. To minimalise these effects, the researcher was always accompanied by local project members, who translated where necessary. Participants seemed to be more comfortable after the project member explained the purpose of our visit and questions were mostly directed towards this person instead of the researcher. The presence of the project member could also have caused social desirable answers of participants, in order to please or influence this person. This happened in the example given above, under procedure of data collecting. Also the use of a translator could have affected the results. Because different views were taken into account and open observations were used to support the findings, the influence of social desirable answers and the translator could be reduced. Because different ways were used for gaining information the validity of this study increased.

4.   Results

The results of the data collection will be represented per ASE factor, to give an answer to the question: *What is actually happening in projects of LEARN platform members, to increase parental involvement in primary education?* In the last paragraph of this chapter, with the comparison of the projects, an answer is given to the question: *To what extend can success be expected, based on activities within the projects?*

4.1. Attitude

Table 2 illustrates that every project organised awareness meetings with parents, where various topics were discussed. There were group meetings and individual meetings with parents, like home visits. By sensitising parents and the community the projects expected that the attitudes towards education would positively change, since parents heard different views from others. This appears from what parents stated in the project of FAWE: "Parents are encouraging each other, so that more children are registered."

Table 2

Projects' activities on changing attitude

ATTITUDE	LABE (Oxfam Novib)	FAWE (Oxfam Novib)	CEFORD (Oxfam Novib)	ZOA	BHTF (SNV)	War Child Holland	LIDI (TdH)
Term meetings with parents	X	X	X	X	X	X	X
Sensitisation meetings	X	X	X	X	X	X	X
Adult literacy classes	X	--	X	--	--	--	--
Joint lessons	X	--	--	--	--	--	X

Adult literacy classes and certain lessons for children in school, which parents could attend as well, were ways to let parents experience themselves what education is and what is happening at the school. A mother at the CEFORD project talked about how this changed her attitude towards education: "First I was growing tobacco and stopped children from going to school, to help me grow tobacco. Since I joined the literacy group, I don't accept children at home anymore during school hours."

A distinction can be made between activities that were aimed at discussing topics, organised by all projects, and activities that were aimed at experiencing what education is about. The latter were practiced by three projects.

Notable is that common thought among the projects was that sensitisation through talking about the importance of education is sufficient to change parents' attitude. Most projects wished for more parents to get involved and mentioned in that same sentense that more sensitisation is needed. A teacher of the LIDI project stated otherwise and expressed the need for rolemodels: "They (parents) heard some pupils graduating somewhere, they have also changed somehow the attitude. If these children continue, they can help with a positive attitude towards learning." This tends towards the use and need of social influence, what is

discussed in the next paragraph.

4.3. Social influence

The projects organised a variety of activities whereby the social environment was involved to support parents' involvement in education. There was little similarity between projects, as table 3 shows. Activities that took place in the community were organised by all the projects, but how often and the intensity differed. Also the content differed, from performing drama on events to attending a funeral.

Table 3

Projects' activities using social influence to increase parental involvement

SOCIAL INFLUENCE	LABE (Oxfam Novib)	FAWE (Oxfam Novib)	CEFORD (Oxfam Novib)	ZOA	BHTF (SNV)	War Child Holland	LIDI (TdH)
10 parent cell system	--	--	--	--	X	--	--
Community outreach	X	X	X	X	X	X	X
School exchange visits	X	--	--	X	--	--	X
School Family initiative	--	--	--	X	X	--	--
Mentoring program	--	--	--	--	X	--	--
Home learning centres	X	--	--	--	--	--	--

The FAWE project focused mostly on emphasising girl child education within the community, by maintaining a girl child education club. Both boys and girls could join the club and performed all kind of activities. Together with project members they were trying to increase parents' involvement in education, especially in girl child education. One of the girls from the club talked about their results: "Children of the parents we talked to are coming to school now."

A system to involve all the parents of a school was implemented by the BHTF project, to make parents more visible for the school and each other. It was the only activity in the projects that reached out to all parents. They were divided in groups of ten parents, with one leader. The leader called for meetings with the parents and was contact person between school and community. The school got more information about the parents and the parents about the school. The leader functioned as a role model for the other parents and explained what was expected of them. Parents in such a group supported each other to act out their roles

and discussed problems they faced. A teacher from the BHTF projects responded positive on the question whether parents influenced each other within the cells: "It has helped, cause very many parents have come up, they are trying to improve on their ignorance."

LABE offered learning materials to parents in the community to keep at their homes for self-study. A few places were created where children and parents from the whole community could study literacy and numeracy skills together, outside school hours. This initiative from LABE diverged from other activities, since this was the only one based within community houses. The father or mother of the house was responsible for the learning material and appointed as educator. Because this activity was held within the community, education was brought closer to the people. Parents participated more easily. Both parents and children benefited from studying in the home learning centres. Parents who still had a negative attitude towards education could see the results of education in their own community this way. The appointed educators were role models for other parents. A parent from the management of one of the schools of the LABE project highlighted the importance of parents and children learning together:

> *Parents are coming for learning and it is also encouraging their children. That if our parents are this age, they are coming for learning, then what of us? Which means education is something really very important. Though at the end you may not be in the position to get job, but it help you a lot in future. So we do really appriciate LABE.*

This statement showed that social influence of this activity not only affects parents, but children as well.

4.4. Self-efficacy expectations

Material support is given by every project, but the amount differed a lot. Some gave reading materials, like newspapers. For example, from the support WCH gave 50 percent consisted of material contributions, like books and play materials. The other half of their support consisted of sharing knowledge, like trainings. A lot of parents found it hard to collect the necessary money to contribute to the school and school materials. A teacher from the WCH projects explained their situation:

> *What is still difficult is not many parents are able to afford some payments, because of poverty. They are unable to save. For example, a parent who has maybe about five or four children, to retain the boarding (school) is still a problem to them. Although he is interested in it, he is unable to afford. That is only because of poverty. But otherwise, the*

interest is already there.

When there was support from others, parents were relieved from their financial obligations. This gave them space to focus on other areas of involvement, which was actually increasing their self-efficacy expectations.

Table 4

Projects' activities to increase self-efficacy expectations of parents

SELF-EFFICACY EXPECTATIONS	LABE (Oxfam Novib)	FAWE (Oxfam Novib)	CEFORD (Oxfam Novib)	ZOA	BHTF (SNV)	War Child Holland	LIDI (TdH)
Material support	X	X	X	X	X	X	X
Construction support	--	X	--	X	X	X	X
Adult literacy classes	X	--	X	--	--	--	--
Integral community approach	X	--	X	X	X	--	--
Joint lessons	X	--	--	--	--	--	X
Home learning centres	X	--	--	--	--	--	--

Some projects focused on more areas than education only within a community, to increase the quality of life. One of the ZOA employees clarified:

It is actually a complementary, it is an integrated approach. To see that everything we do integrates towards one thing. When you have money in the hands of the community they can send their children to school. When the roads are there, children can walk to school. When there is water, there is agent promoters at school. So it is integrated, yes.

One of these areas was food security in the community. The idea behind this is that when parents were less occupied with surviving, they could pay more attention to other aspects of life, like education. This way parents were more likely to provide lunch for their children. By providing food the parents were able to encourage education and show their involvement.

The lessons at school whereby parents could join their children and the organised places in the community where parents and children could study together, gave parents an opportunity to see how teachers were teaching and what children were learning. Parents realised the difficulties the teachers were facing with the large number of children in their classes. Through creating this awareness, parents were given a chance to do something about it. With their participation in the lessons of their children, parents could reduce the workload

of the teachers. Once parents knew what was expected from their children, they were capable of checking their performances and being more involved in education this way.

The literacy classes seemed to be strongly increasing the self-efficacy expectations of parents, as three different parents from the LABE projects mentioned:

The program has actually help to empower women a lot. The majority of them are women. Women have now learned to read and write. Even when they come for meetings, at least they can write their names and can register their presence.

It has helped to organise the learners (women) in two groups, so they can do other things. There was given the example of the village saving groups. So where ever there is a literacy class, they are organised as a group. It has brought a lot of unity and issues of doing things together.

People have gained self-confidence. Once someone has learned to read and write, they feel at least I am worth, I am knowledgable. I am also part of an education program, I am part of a particular group.

4.5. Barriers

There were many barriers keeping parents from being involved in education. Ignorance, poverty, illiteracy and the distance from the school seemed to be the major barriers, where most other barriers could be linked with.

The barrier of ignorance consisted of the lack of experience and knowledge parents had of education, but also of other areas like child rearing, health and hygiene issues. Parents often didn't know what was expected of them in those areas.

Poverty created many barriers for parents. The lack of money caused (1) a lack of food in the often very large families, (2) the impossibility of paying contributions and fees to the school for every child of the family, (3) a lack of time for supporting their children individually and attending school activities, due to the urgent need to earn money, (4) the inability of planning the future since the present still needed a lot of attention for families to survive.

The barrier of illiteracy is linked to the lack of experience with primary education. Parents weren't fully able to follow up their children's schoolwork when they didn't understand how to read and write themselves. Often parents were ashamed of their illiteracy, which created a barrier to come to school and interact with teachers.

The barrier of distance from the school is linked to the lack of time parents often had

to come to the school and the lack of money. When parents had to walk a long distance to the school, it cost them time and money, because they could not spend that time working. Because of the lack of money, they often couldn't afford to pay for transport. Parents living at a distance from school couldn't come to school as often as parents living close to the school. Those parents participated in fewer activities, which didn't contribute to reducing the barrier of ignorance.

In the northern districts of Uganda the war, which ended in 2006, still had a big impact on the lives of the families. Most families had to live in camps during the war and some only returned recently to their own villages. Their home situations weren't stable yet and new problems arised. Fighting over land was an issue, but also psychological trauma's played a big part in the lives of the people. Alcohol abuse was a major issue, which led to wasting the little money available, less interest for the quality of education and setting a bad example for children. Because of the war many families lost family members.

The barriers of ignorance and poverty created a lack of health security, which led to illnesses and the loss of more family members. Many children lost their parents and lived with relatives or took care of their younger brothers and sisters. In those situations there was less income, since parents couldn't provide for their children, which led to an increase of the poverty level in these families.

Table 5

Projects' activities to reduce barriers that keep parents from involvement in education

BARRIERS		LABE (Oxfam Novib)	FAWE (Oxfam Novib)	CEFORD (Oxfam Novib)	ZOA	BHTF (SNV)	War Child Holland	LIDI (TdH)
Illiteracy	Adult literacy classes	X	--	X	--	--	--	--
Distance	10 parent cell system	--	--	--	--	X	--	--
Ignorance	Trainings	X	X	X	X	X	X	X
Poverty	School garden	X	X	--	X	X	--	X
Poverty	Material support	X	X	X	X	X	X	X
Poverty	Construction support	--	X	--	X	X	X	X

Most projects worked on the reduction of some of the barriers, but never of all of them. The activities weren't sufficient for the barriers to disappear, but could reduce some of

the barriers. Table 5 shows that BHTF, LABE and CEFORD worked on three out of four main barriers. BHTF had their main focus on the school gardens, but didn't pay attention to the illiteracy level among parents. They were the only one with a system for decreasing the barrier of distance, the 10 parent cell system. Details are mentioned before, under social influence. LABE's and CEFORD's activities affected mostly parents who were living close to the schools. The (school) gardens weren't their main focus, but subordinate to other activities.

In general, knowledge was used to decrease the barrier of ignorance. This happened through sensitisation and trainings, since there was a lack of rolemodels for parents. A local leader, the chief of a clan, from one of the communities where WCH projects were based said:

If someone have not seen someone like a role model then someone will say, I will waste my time going. So misunderstanding is sometimes a difficult issue here. Parents believe by seeing good things. Some teachers act like rolemodels. They can be like examples, so when parents see that teacher, that madam, also you be like that madam. It gives them that evidence and they have that feeling of sending their child. And when called for a meeting, sometimes they also come.

Teaching parents new skills in the projects was a way to make a start in decreasing barriers of poverty and illiteracy. With knowledge and skills parents were involved in education in different ways. For example, when parents didn't know how to read and write, they were often ashamed to come to the school. To teach parents literacy skills reduced this treshold. A mother of the CEFORD project wrote her name in the sand and said: "I will continue learning, because it is therefore that I can talk proudly now."

When parents were asked to do something practically, they were enabled to show their involvement with skills they already knew. The threshold of coming to the school as an ignorant parent was reduced. The more parents came to the school, the better parents and teachers got to know each other and exchanged information about education of the children.

Poverty kept parents from being able to contribute materially. When there was more food for the children in school, due to school gardens, the burden for parents to provide food was reduced. The same is true for material and constuction support. Parents could spend their time and money different now. The next paragraph will further elaborate on the use of the school gardens.

4.6. Skills

Every project taught skills to parents. Some were practical, like agriculture and literacy skills. Other skills focused on knowledge and sensitisation: Parenting, teaching, PTA, SMC, hygiene, sanitation and life skills. Every project taught skills not only to parents, but also to children and sometimes to teachers or PTA/SMC members. A member of the school management of the ZOA project explained the benefit of training the people around parents:

What we are trying to do to get parents, so that parents come and be involved in education, the first thing is we are trained to sensitise the parents, we call them for meeting. Then we will tell them the challenges we face in the school and we also give them an idea of what could be the outcome of their involvement in the school.

Table 6

Projects' activities on teaching parents new skills

SKILLS	LABE (Oxfam Novib)	FAWE (Oxfam Novib)	CEFORD (Oxfam Novib)	ZOA	BHTF (SNV)	War Child Holland	LIDI (TdH)
Adult literacy classes	X	--	X	--	--	--	--
Home learning centres	X	--	--	--	--	--	--
Training on gardening	X	X	X	X	X	--	X
Training for parents	X	X	X	X	X	X	X
Training for PTA/SMC	X	--	X	X	--	X	X
Training for teachers	X	X	--	X	--	X	X
Training for children	X	X	X	X	X	X	X

Agriculture skills were taught through the school garden projects. Primarily the gardens provide food for the children and teachers at the school. A teacher of the LIDI project mentioned the impact the gardens have on their school:

We used to have children escaping, at breaktime, midday, they go because they are hungry. But now, when the initiation of the farm came in, because when the beans were ready we tell them to bring us casava. Each one brings a casava root and then that will be prepared together with beans. Then they eat at lunchtime. So that thing start to keeping children at school, whereby they can now continue with their studies from morning to afternoon. That is how that farm has played a big role.

Secondly, when parents came to work in the gardens, the project members and teachers shared agriculture knowledge with them. The most gardens functioned as a model garden, which parents, teachers and children replicated at home in their community. A teacher of the BHTF projects said:

Parents are involved, they come here at school, they dig. And then they copy what they have learned on the school and get to the villages. Such as good messages of farming, maybe planting in rows. People are happy when they are taking in the garden also, for particular lessons, like maybe inter cropping. So in fact the community is benefiting a lot from that.

Often the project provided seeds for the school gardens and gave cuttings to the parents and children to take home. Some parents had an increased income at their homes, partly due to the model gardens. Once they succeeded in growing crops at home, they could buy less food from others and spare money. Sometimes they even sold some of their products to others. When other community members saw the benefits of the school gardens, they also got interested and attracted and seemed to have more faith in the school.

CEFORD, one of the two projects that practiced adult literacy classes, also shared knowledge about agriculture. They encouraged parents to grow crops and to work together when it came to selling their products, since that would empower them economically. In this case also seeds were sometimes provided by the involved organisations. The difference is that there was no school garden, but the initiative to start a garden at home had to come from the parents themselves.

Both CEFORD and LABE encouraged a saving culture among the literacy groups, which consisted of mostly women. The women put money aside each month, which they could use when they needed it. They learned to prioritise and plan for the future. Once parents experienced education themselves, it seemed that when there was savings available, more was spent on education and the necessary supplies for their children. The benefits from the saving culture were mentioned by a parent from the CEFORD projects:

Those benefits from the FAL (CEFORD project) may be used to pay school fees. It benefits food security, what means the family will be food secure. Which means there is no hunger, it doesn't excist. For school children lunch will be provided at home, before they come back for lessons. It also give good performance in the class. It also increases employment for us. I can employ myself.

4.7. Comparison of projects

Every project seemed to profit from the projects and mentioned several positive effects, like increased attendance of children and teachers, increased performances of children, motivated teachers, more income per household, better hygiene and sanitation, food security. However, the projects differed from each other, which means that the impact also differed. This research was not an effect measurement, but a comparison of projects, based on the ASE model. Therefore only a prediction can be given on the successfulness of the projects, according to the level of the presence of ASE factors. Table 7 gives an overview of the successfulness of the different projects, per ASE factor. The valuation is given in relation to the other projects.

Table 7

Comparison of projects on the level of presence of the ASE factors

COMPARISON	LABE (Oxfam Novib)	FAWE (Oxfam Novib)	CEFORD (Oxfam Novib)	ZOA	BHTF (SNV)	War Child Holland	LIDI (TdH)
Attitude	++	+	++	+	++	+	++
Social influence	++	+	++	+	++	+	+
Self-efficacy expectations	++	+/-	++	+	+	+/-	+
Barriers	+	+/-	+	+/-	+	+/-	+/-
Skills	++	+	+	+	++	+	+

++ = well represented   + = medium represented   +/- = minimal represented

LABE, followed by CEFORD and BHTF are having the highest performance of the ASE factors. These three organisations were teaching practical skills, which were affecting the other four factors. Especially a combination of practical skills seemed to be strong, like LABE and CEFORD did. They organised the adult literacy groups and at the same time taught them about agriculture and a saving culture. Parents got a chance to experience what education is, which was likely to change their attitude. The social influence of a group of women in a community is bigger than the influence single parents have, especially when they book positive results. The change in the community affected parents outside the literacy groups. Through the increased knowledge of the literacy group members, parents felt more competent and their self-effecicy expectations were higher. Barriers of ignorance, poverty

and illiteracy automatically decreased, as the successes of the literacy group members increased.

What made LABE even stronger, were the created spaces for studying within the communities. The social influence was bigger, since education was brought to the community, which made it harder to ignore. The quality of education increased, because children got more individual attention from educators from the community. This helped them to improve their performances at school. Children and parents achieving positive results in acquiring new skills were more likely to change the negative attitudes other parents still had towards education. Parents who were studying together with their children got to understand the impact of education on their lives, what most likely changed their attitude and their self-efficacy expectations. The barriers of ignorance and illiteracy were decreased by the home learning centres.

BHTF was focused mostly on agriculture skills, which made their school gardens a success. Other practical skills didn't get very much attention. BHTF was unique in reaching all the parents of the children in the school. Parents were devided in groups of ten, who lived close together, with one leader. The leader functioned as rolemodel and contactperson between the group and school. Social control and influence was high, which most likely changed the attitude of parents towards education. The barriers of distance and ignorance were reduced, because parents got their information from the group leader, who formed a bridge between school and the community. Being together as a group made them stronger toward people who thought differently about education, which increased the self-efficacy expectations.

Overall, barriers got the least attention from the projects. Not one organisation was working on all the barriers parents were facing. The two ASE factors self-efficacy expectations and barriers were both minimally represented by FAWE and WHC. According to the ASE model, these projects would be less likely to succeed in changing behaviour of parents. The fewer factors are given enough attention, the less successful it seems to be, according the ASE model.

5.   Conclusion

The improvement of parental involvement in primary education was studied in seven projects in seven districts of Uganda. The projects were compared with the ASE model as

framework. This model consists of five factors that together are likely to change behaviour of people: Attitude, social influence, self-efficacy expectations, barriers and skills. When one of the factors is not given any attention, it is less likely for a person to change behaviour. The projects were studied on their use of these five factors, to make a prediction about the successfulness of improving parental involvement in primary education.

All the visited projects were paying attention to every factor of the ASE model. However, the level of attention per factor varied, within a project and between projects. Overall, a lot of attention was given to changing the attitudes of parents towards education, mostly to parents who were already coming to school. How to get additional parents to join the activities in the first place was given little attention, compared to the activities organised within the school. Social influence was sometimes used effectively to get more parents involved in education, but mostly it was an indirect side effect of activities with different objectives. Activities aimed at increasing self-efficacy expectations of parents were rare in the projects, so this also happened more indirect. Often sensitisation meetings for parents to know what is expected from them were seen as sufficient to change their behaviour. The projects in general were cooping with too many barriers and too little resources to deal with those barriers. This resulted in the barrier factor being the least represented in the projects and parents still being unable to be fully involved. Teaching skills was helpful with changing the attitude parents had, attracting other community members to the school, increasing self-efficacy expectations of participants and reducing barriers. Not all skills covered the other four ASE factors as effectively, though. Especially practical skills, like agriculture and literacy skills, seemed effective in increasing parental and community involvement.

The projects could be evaluated by the level of attention paid to the five factors of the ASE model. This way it is predicted which projects are most likely to succeed, namely the projects teaching practical skills to parents, like literacy and agriculture skills. The projects that seemed less effective could also be predicted through the little attention paid to more then one ASE factors. This appeared to be projects paying little attention to the factors self-efficacy expectations and barriers. In order to increase parental involvement it is necessary to work strongly on these two factors as well.

6.   Discussion

Projects working strongly on all five ASE factors are most likely to succeed, because

these factors together influence the desired behaviour: Parental involvement in primary education. Two projects focused on increasing literacy among parents and a third project focused on agriculture in schools. It would be even better to combine these activities, because in this way more barriers can be reduced and the self-efficacy expectations of parents can be increased. To combine the strong aspects of the projects, positive results are expected.

Using the ASE model as a framework for comparing projects is rare in research. The model is helpful for highlighting both the good aspects and the gaps in the projects. Even though it is a Western model, it was adequate for this study in Uganda. When the same study would have been performed in a Western country, the outcomes would have differed. Major barriers in Uganda, like ignorance, poverty, illiteracy and distance to the school, would not apply in Western countries. By the use of the ASE model it was important to not only focus on which activities were representing which factors in a project, but as well on what was missing in a project. For example, the factor attitude was represented in every project through different activities. This could be interpreted as successful. However, only a few activities focused on parents who were hard to reach and avoiding any contact with school. Also, a project often worked on reducing at least one single barrier, which might give the impression the project had represented that ASE factor. But other barriers were not given any attention and were keeping the project from being more successful. Therefore it is important to focus on missing aspects in projects too.

Comparing the projects added value to the evaluation. When each individual project was evaluated seperately it seemed like they were all successful, because every ASE factor was represented to some extend in the project. But when the projects were compared, the successfulness of each project could be leveled and succes factors were identified. The comparison benefits the usefulness of the evaluation, because it enables further improvement of parental involvement in the future.

References

ACA2K (2009). Country report Uganda: May 2009. Retrieved at November 29, 2011, from
       http://www.aca2k.org/attachments/154_Uganda_Country_Report.pdf

Ajzen, I. (1991). The theory of planned behaviour. *Organizational behaviour and human*
       decision processes, 50, 79-211.

Ansell, N. (2005). *Children, youth and development.* London and New York: Routledge.

Armitage, C. J., & Conner, M. (2001). Efficacy of the theory of planned behaviour: A meta-
       analytic review. *British Journal of Social Psychology, 4,* 471–499. doi: 10.1348
       /014466601164939

Brug, J., Van Assema, P., & Lechner, L. (2008). *Gezondheidsvoorlichting en*
       gedragsverandering: Een planmatige aanpak. Assen, Nederland: Van Gorcum.

CIA (2011). The world factbook. Retrieved at November 29, 2011, from https://www.cia
       .gov /library/publications/the-world-factbook/geos/ug.html

Cummins, R. A. (1996). The domains of life satisfaction: An attempt to order chaos. In A. C.
       Michalos (2005). Citation classics from social indicators research: The most cited
       articles edited and introduced by Alex C. Michalos. *Social Indicators Research*
       Series, 26, 559-584. doi: 10.1007/1-4020-3742-2_19

Davis-Kean, P. D. (2005). The influence of parent education and family income on child
       achievement: The indirect role of parental expectations and the home environment.
       Journal of Family Psychology, 19, 294–304. doi:10.1037/0893-3200.19.2.294

Davis-Kean, P. D., & Eccles, J. S. (2003). Influences and barriers to better parent-school
       collaborations. *The LSS Review, 2,* 4-5.

Deininger, K. (2003). Does cost of schooling affect enrollment by the poor? Universal
       primary education in Uganda. *Economics of Education Review, 22,* 291–305.
       doi:10.1016/S0272-7757(02)00053-5

Desforges, C. (2003). *The impact of parental involvement, parental support and family*
       education on pupil achievements and adjustment: A literature review. London:
       Department for Education and Skills.

Driessen, G., Smit, F., & Sleegers, P. (2005). Parental involvement and educational
       achievement. *British Educational Research Journal, 31,* 509-532. doi:10.1080
       /01411920500148713

Garcia, M., Virata, G., & Dunkelberg, E. (2008). The state of young children in sub-Saharan

Africa. In M. Garcia, A. Pence & J. L. Evans (Eds), *Africa's Future, Africa's Challenge. Early Childhood Care and Development in Sub-Saharan Africa* (pp. 11-28). Washington DC: The World Bank.

Gauvain, M., & Perez, S. M. (2007). The socialization of cognition. In Grusec, J. E., Hastings, P. D. (2007). *Handbook of socialisation. Theory and Research* (pp. 588-613). London and New York: The Guilford Press.

Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Annual synthesis, 2002. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory.

Jordan, C., Orozco, E., & Averett, A. (2001). Emerging issues in school, family and community connections. In G. Driessen, F. Smit & P. Sleegers (2005). Parental involvement and educational achievement. *British Educational Research Journal, 31,* 509-532. doi:10.1080/01411920500148713

Klaassen, C., & Leeferink, H. (1998). *Partners in opvoeding in het basisonderwijs. Ouders en docenten over de pedagogische opdracht en de afstemming tussen gezin en thuis.* Assen, The Netherlands: Van Gorcum & Comp. B.V.

LEARN platform (2010). Strategic plan: October 2010- September 2013. Received on July 3, 2011, from Maria Maas, via email by Mariette de Haan.

Lechner, L., Kremers, S., Meertens, R., & De Vries, H. (2008). Determinanten van gedrag. In J. Brug, P. Van Assema & L. Lechner, *Gezondheidsvoorlichting en gedragsverandering: Een planmatige aanpak* (pp. 75-105). Assen, The Netherlands: Van Gorcum.

Maslow, A. (1970). Motivation and personality, second edition. New York, USA: Harper & and Row.

Nishimura, M., Ogawa, K., Sifuna, D. M., Chimombo, J., Kunje, D., Ampiah, J. G., …Yamada, S. (2009). A Comparative Analysis of Universal Primary Education Policy in Ghana, Kenya, Malawi, and Uganda. *Journal of International Cooperation in Education, 12,* 143-158.

Oxfam Novib (2011). Uganda Country Strategy 2015. Received on November 8, 2011, from Maria Maas.

Patrikakou, E. N., Weissberg, R. P., Manning, J. B., Redding, S., & Wallberg, H. J. (2003). School-Family Partnerships: Promoting the social, emotional, and academic growth of

children. *The LSS Review, 2,* 1-2.

The World Bank (2008a). Data and statistics, Uganda: Quick facts. Retrieved at May 29, 2012, from http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES /AFRICAEXT/UGANDAEXTN/0,,menuPK:374963~pagePK:141132~piPK:141109 ~theSitePK:374864,00.html

The World Bank (2008b). Youth and employment in Africa: The potential, the problem, the promise. Retrieved at July 1, 2012, from http://siteresources.worldbank.org /INTSTATINAFR/Resources/ADI-200809-essay-EN.pdf

The World Bank (2011). World databank. Retrieved at June 30, 2012, from http://databank .worldbank.org/data/Views/Reports/TableView.aspx

United Nations New York (2011). The Millennium Development Goals Report 2011. Retrieved at December 1, 2011, from http://www.un.org/millenniumgoals/11_MDG %20Report_EN.pdf

Appendix 1. Topic list

Topic list to be used in interviews with head teachers, teachers, community leaders, SMCs and PTAs:

Topic list	Point of attention
→ Introduction	- introducing participants and myself (name, age, function/work/daily life, family) - reason for research (projects which are used by NGO to increase parental/community involvement) - recording for working out details, so the results will be as objective as possibel - mentioning translater - appreciate everybodies opinion
→ Are parents/community involved in primary education at the moment?	- how? *(parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community)* - example?
→ I would like to know what exactly happens here to improve parental/community involvement, on several areas.	- ASE instrument *(explain with example)*
→ Are you trying to change the attitude of parents/community?	- how? - example?
→ Are you using social influence to get parents/community to be involved?	- how? - example?
→ Are you trying to increase the self-efficacy expectations of parents/community?	- how? - example?
→ Are you reducing barriers for parents/community, which keep them from participating?	- how? - example?
→ Are you learning skills to parents/community, which contribute to involvement?	- how? - example?
→ What effects the project had so far?	- results in quality education? - visible in children? - results in participating parents/community? - difficulties?
→ What could be other explanations for the effects, beside the project?	- situation change? - economy? - peers?
→ Conclusion	- questions? - something to add?

Topic list to be used in interviews with parents:

Topic list	Point of attention
→ Introduction	- introducing participants and myself *(name, age, function/work/daily life, family)* - reason for research *(projects which are used by NGO to increase parental/community involvement)* - recording for working out details, so the results will be as objective as possibel - mentioning translater - appreciate everybodies opinion
→ Are parents involved in education in this school/project/community?	- how? *(parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community)* - example?
→ I would like to know what exactly happens here to improve parental/community involvement, on several areas.	- ASE instrument *(explain with example)*
→ Are they trying to change the attitude of parents/community?	- how? - example?
→ Are they using social influence to get parents/community to be involved?	- how? - example?
→ Are they trying to increase the self-efficacy expectations of parents/community?	- how? - example?
→ Are they reducing barriers for parents/community, which keep them from participating?	- how? - example?
→ Are they learning skills to parents/community, which contribute to involvement?	- how? - example?
→ What effects you think the project had so far?	- results in quality education? - visible in children? - results in participating parents/community? - difficulties?
→ What could be other explanations for the effects, beside their project?	- situation change? - economy? - peers?
→ Conclusion	- questions? - something to add?

Topic list to be used in interviews with children:

Topic list	Point of attention
→ Introduction	- introducing participants and myself *(name, age, function/work/daily life, family)* - reason for research *(projects which are used by NGO to increase parental/community involvement)* - recording for working out details, so the results will be as objective as possibel - mentioning translater - appreciate everybodies opinion
→ What do you think parental/community involvement means?	- difference between involved or not?
→ Are parents involved at your school/project/community?	- how? *(parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community)* - example?
→ I would like to know what exactly happens here to get parents/community to be more involved, on several areas.	- ASE instrument *(explain with example)*
→ Are they trying to change the attitude (ideas) of parents/community?	- how? - example?
→ Are they using pressure or support from others in the community to involve parents/community? (social influence)	- how? - example?
→ Are they trying to make parents/community belief they can be involvement? (self-efficacy expectations)	- how? - example?
→ Are they trying to make it easier for parents/community to be involved?	- how? - example?
→ Are they learning skills to parents/community, so they know how to be involved?	- how? - example?
→ What effects you think they had so far?	- results? - visible in children?
→ What could be other explanations for the effects, beside their project?	- situation change? - economy? - peers?
→ Conclusion	- questions? - something to add?

Appendix 2. Criteria list

Criteria list for desk research, through analysing project policies of participating NGOs, based on the ASE model:

→ Does the policy of a project pay attention to the following aspects, in relation to behaviour what improves parental and community involvement:

(1) Attitude

    a) Does the project pay attention to current beliefs and opinions of parents and community towards involvement in primary education?

    b) Does the project involve current beliefs and opinions of parents and community about consequences of involvement in primary education?

    c) Does the project include reactions, which are assigned (wrongly attributed) to involvement in primary education?

(2) Social influence

    a) Does the project includes expectations and norms other people have towards being involved in primary education?

    b) Does the project pay attention to observed behaviour of others, which creates a framework for a person on how to behave?

    c) Does the project include the presence of support or direct pressure from others to be, or not to be, involved in primary education?

(3) Self-efficacy expectations

    a) Does the project includes the expectations parents have about being able to be involved in primary education?

    b) Does the project include the expectations parents have about being able to resist the pressure of others to prevent them from being involved in primary education?

    c) Does the project involve the expectations parents have about being able to be involved in primary education during difficult times/tensed moments?

(4) Barriers

    Does the project reduce obstacles, which keep the parents from acting after their intended behaviour, namely being involved in primary education?

(5) Skills

    Does the project create opportunities to improve skills which enable parents to act after their intended behaviour, namely being involved in primary education?

→ How is each of these aspects represented in the policy?

→ Based on the latter, what can be said about the successfulness of the projects?

Appendix 3. Document analysis

Analysis from documents about used activities in the projects:

The NGOs who want to participate in the field research have send documents of their projects, of which an overview is shown in table 1.

LEARN platform member:	Project 1	Project 2	Project 3
Oxfam Novib	LABE (FABE)	FAWE	CEFORD
ZOA	(not specific) PTA & SMC trainings		
SNV	BHTF		
War Child Holland	QEIP		
Terre des Hommes	LIDI		

Table 1. Participating NGOs and their projects

Each of the projects is listed in table 2. The results of analysing the documents, according to the criteria list based on the ASE model, are written briefly in the table. More detailed information is written below, per project. A distinction is made between the analysis and the conclusions drawn based on the analysis, which should be taken into account in the field research. Overall it can be said that almost all projects pay attention to each aspect of the ASE model. However, there are differences per project to which extend this happens and how successful it makes them.

	Attitude	Social influence	Self-efficacy expectations	Barriers	skills
LABE (Oxfam Novib)	Parents experience education is useful	Seeing others read and help out their children, meetings, homevisits	Building self-esteem and empowering	Reducing illiteracy, reducing ignorance and providing solar lamps	Literacy and remedial learning support to children at home
FAWE (Oxfam Novib)	Sensitising importance on girl-child education, especially mothers	Posters, stickers, radio and meetings	Through participatory approaches	Reducing ignorance of importance of education and of being involved (through building girls' wash rooms)	---

	Attitude	Social influence	Self-efficacy expectations	Barriers	skills
CEFORD (Oxfam Novib)	Parents see education is useful	Teaching each other and community educators	Building self-esteem and empowering	Reducing poverty, creating sources for school costs	Literacy, livelihood and leadership development
ZOA	Grass root involvement	Through community leaders and PTAs/SMCs and parent to parent	Create ownership	Supporting the building of schools and teacher houses	Training PTAs and SMCs
School gardens (SNV)	Linked meetings and providing food is good	Teachers act as role models	Gardening is more doable then education, step by step	Reduces threshold	Creates opportunity for improving skills
Cell system (SNV)	Others are involved	Influenced by other parents	Contact with close community members is more doable then with school	Comes to parents instead of parents to school	Parent to parent
QEIP (War Child)	Community based, what is necessary for quality education per school	Invoke everybodies involvement, group pressure	Indirect, different schools using different action plans. These might change self-efficacy expectations	Through activily plan actions to involve parents, it is likely to reduce the gap between parent and school	If the school thinks it is necessary to provide skills to parents

Table 2. analysis on ASE aspects

LABE, analysis

LABE uses the project FABE, which promotes shared learning among parents and their children. As for Attitude, it seems like the project pays attention to current beliefs and opinions about parental involvement and about the results of parental involvement. Through participating in this project, old and new beliefs and opinions will come together. By teaching parents how to read and write, it is likely that they will value their child's education more, once they experience the benefits themselves. It is not mentioned directly in the document, but it might be assumable that parents gain more respect from their environment when they are literate. The project also uses Social influence by working with parent teachers from the

community, which are probably closer to the other parents then teachers. This way they can put pressure on parents to get involved and function as a role model. The Self-efficacy expectations of parents will improve, because the project empowers them to support their children in education, and offers opportunities on other areas as well (in jobs for example). Parents might have proud feelings about themselves, once they accomplished this, what will increase their self-esteem. The threshold of being illiterate keeps parents from being involved in their child's education. The document shows that by reducing illiteracy parents are more likely to participate in the education of their children. The other Barrier of not knowing what is expected of them as an involved parent, is being reduced through the shared learning moments, where teachers show parents how to assist their children. Parents are stimulated to create space at home for their children to study and some are provided with solar lamps, which is reducing the Barrier of not being able to study and assist the studying. FABE reduces the Barrier by teaching the parents the Skills of reading and writing, of parenting, of livelihood and of supporting their children in studying.

LABE, conclusion

About FABE it can be said that each aspect receives some attention. For the field research it is interesting to pay extra attention to several points: Whether the project includes old (current) beliefs and opinions, while aiming on getting all parents involved; Whether the project includes parents linking the wrong attributions to parental involvement, which keeps them from participating in education; Whether the project includes the possibility that women experience pressure from men to withdraw from participating in the project, due to gender differences; Whether the project pays attention to Self-efficacy expectations of parents being able to be an involved parent in hard times, and resist pressure from others doing otherwise. To sum up, every aspect of the ASE model seems to be represented, but some of them could be more explored through paying extra attention to them in the field research. This way more can be said about the successfulness of the project.

FAWE, analysis

FAWEs project on improving parental and community involvement is mostly aimed at changing the Attitude parents have towards girl-child education. From the document is appears that FAWE is aware of the current beliefs and opinions of parents on education, and its consequences, because it is of that reason that they are aiming on the Attitude of parents so

much. This is done by creating awareness on the importance of girl-child education and by encouraging parents to treat boys and girls equally. The latter concerns issues as household chores, time of marriage and traditional practices as Female Genital Mutilation. The document doesn't show how they pay attention to reactions/effects being wrongly attributed by parents to involvement in primary education. FAWE does encourage talking about this subject, so it seems nearly impossible to be ignored. Community and school meetings are used, as well as campaigns. By doing so FAWE works on Social influence, because parents have to talk to each other about these themes during the meetings and will do so apart from the meetings. Through the participatory approach parents will hear the social norms and experiences from each other and from community leaders, teachers and FAWE employees. They might feel pressure of their surroundings when keeping their girl-children at home or let them marry young, and support when choosing differently. However, the project doesn't seem to include pressure or support from other community members. During the meetings parents are enabled to share their opinions and feasible solutions for engaging their girl-children and themselves in education. This way the project works on Self-efficacy expectations, since it is likely that parents are more motivated when they are taken seriously and when they realise people are acting after their input. Barriers might be ignorance towards the importance of education for their girl-children and not knowing how to be involved, which are both reduced through this project. The project asks the community to provide for girls' wash rooms at school, through materials and building the wash room. This way the project offers the community the opportunity to be involved by providing their skills. The latter reduces the barrier of not knowing how to be an involved parent. It is questionable whether these are the only Barriers. The document doesn't show how FAWE improves Skills of parents and community on parental involvement.

FAWE, conclusions

During the field research it should be taken into account whether the project includes social support or pressure from community members and the Self-efficacy expectations of being able to resist this pressure. It is important to see whether other Barriers are being calculated in the project. A possible barrier might be the lack of money and school supplies, to which the document does not pay attention. Another one could be the gap which occurs when there girl-child works less at home and parents have to provide for her longer when she is not married off young. The project doesn't seem to provide Skills to handle this barrier.

It is not mentioned either whether the project offers the possibility to improve parental involvement Skills. When no attention is given to Skills, it would reduce the successfulness of the project according to the ASE model. Therefore it will be important to pay close attention to this aspect during the field research.

CEFORD, analysis

CEFORD uses the project Functional Adult Literacy (FAL), which aim is to increase the literacy level of communities. By doing so they want to increase the quality of education of the children and increase their standards of living. FAL offers education to parents who didn't have formal education. CEFORD does include current beliefs and opinions on parental and community involvement and its consequences. They let parents experience what education can do to their own life, so they are able to understand what it means for their children. This way the wrong ideas they had towards primary education and involvement will be replaced. When parents learn to appreciate education more, their Attitude changes and they are more likely to send their children to school. Also will they spent more of the available money to realise education for their children. Social influence is used by deploying local community teachers for teaching the parents, what will create better mutual understanding and affiliation. Social influence is also used by encouraging the participants to share their gained knowledge to peers in the community and therefore expanding the influence of the project. Parents will set an example for others when it appears their living standards improve. The document doesn't show how it includes pressure from within the community to withdraw from the project and from being involved in primary education. The same applies to expectations parents have about being able to resist this pressure. Self-efficacy expectations are being increased through the gained knowledge and the earned money. Therefore parents are enabled to support their children in school and provide money and supplies for school. The last two aspects were Barriers, which are now being reduced, by offered literacy Skills, capacity development and support for small businesses. The Skills will increase parents' self-esteem and empower them. When parents are not yet participating in the project and see community members being able to improve their situation and prioritise their children's education, it might increase their Self-efficacy expectations of being able to be involved as well. Parents who set the examples can be of support for them.

CEFORD, conclusions

During the field research there should be attention for how the project handles the possible pressure from others who want parents to withdraw from being involved in primary education. It can be concluded that this project is likely to be successful, due to a broad use of aspects of the ASE model in the project. It will be interesting to see whether this appears to be true in reality.

ZOA, analysis

ZOA tries to work bottom-up, to ensure that any plan will be supported by the community. This will reinforce the social structures within the community. Some of these structures are the Parent Teacher Associations (PTAs) and School Management Committees (SMCs). A bottom-up approach ensures plans are relevant for this community. To involve parents and community in primary education ZOA trains the PTAs and SMCs to affiliate at parental and community level. Therefore they must take current beliefs and opinions of parents into account and work from there. The same applies to consequences and wrongly attributed ideas about parental and community involvement: the project seems to take those into account by working bottom-up through the PTAs and SMCs. ZOA takes the Attitude of parents into account and tries to create a sense of ownership with them. The latter will contribute to Self-efficacy expectations. The PTAs and SMCs are trying to use Social influence, by highlighting the importance of education, and also by letting parents tell testimonies to each other at meetings. Parents will hear each others expectations and norms towards being involved in primary education and their previous experiences. The PTAs and SMCs might use pressure and offer support to be a more involved parent. This doesn't include the pressure or support from the community, this part is left out of the document. Barriers are being reduced by ZOA through support the building of school classes and teacher houses, so education can actually take place. The community is responsible for the building, which can reduce the threshold for parents to be involved in education, because they can offer practical help and get familiar with teachers and other parents. When the PTAs and SMCs will improve the sense of ownership towards primary education in the community, this will contribute to parents having the expectation it is within their power to be more involved in education. This way the absence of a sense of ownership can be a Barrier. Skills are directly being provided to PTA and SMC members and therefore ZOA indirectly enables parents to be more involved in education. It can be questioned whether this is sufficient for parents or if they need specific skills before they are able to be involved.

ZOA, conclusions

It would be good to pay attention in field research to the presence of support to participate in the project or pressure to not participate in the project from within the community. And if parents think they can resist this pressure when they would like to participate. It will be interesting to see what this project exactly does, because due to the broad approach it seems like a successful project. Probably the actual project is more specific, what will contribute to a more detailed description why the project seems successful.

SNV school gardens, analysis

SNV uses school gardens to improve parental and community education. Agriculture is an important factor in Uganda's economy, so the school gardens affiliate with the local needs and knowledge. This project shows strongly attention to current beliefs and opinions about involvement in primary education, its consequences and wrongly attributed ideas towards it. When parents participate in the school garden, it is more likely for parents to participate in education, because the step to engage with teachers is decreased. Parents will be able to change their current beliefs and opinions about the school and its education, because of the positive effects: Provided food and knowledge about gardening to their children, as well as to them. The new contact with school, through the gardens, will correct the wrongly attributed ideas. This will probably change their Attitude towards school. The contact between school and parents will increase, which will then decrease the ignorance about education and how to be involved as a parent. The latter changes the Attitude of parents and can also been seen as a reduced Barrier. Once parents hear from others, Social influence, that the school garden has a positive influence on the children's well being, they might be stimulated to get involved as well. At school meetings differences in social norms and expectations will come forward. Teachers and more involved parents can be seen as role models and share their ideas. This is part of Social influence, but also a part of providing the Skills parents need to be involved in education. Self-efficacy expectations will grow step by step, as parents get more involved in the school and the gardens. They will learn about expectations towards parental involvement and what it is that will improve the quality of education. Hereby the Barriers of ignorance will be reduced. The project doesn't include observed behaviour of others by parents, before they participate in the school gardens. The same applies to support or pressure from within the community to participate in primary educations and how parents think they are capable of

dealing with it.

SNV school gardens, conclusions

Field research can give more information on aspects, which are missing from the documents: Observed behaviour of others by parents, support or pressure from others in the community and the way parents think about dealing with this. On paper this project seems successful, when compared to the aspects of the ASE model. Field research will show whether what is on paper is the same as the actual project.

SNV the 10 parents cell system, analysis

SNV uses the 10 parents cell system to reach out to all the parents in the community. One parent is appointed as the leader of this group, who will have the closest contact with school and functions as the link between school and the parents. This project includes the current beliefs and opinions about being involved in primary education, the ideas about the consequences and the wrong attributions to being involved. This happens through the leader of the cell system, who is the link between school and the parents and affiliate to their level, with the aim of getting them to be involved in their children's education. Assumable this leader is the most involved and committed to primary education. Therefore other parents can change their Attitude towards involvement, because of this positive behaviour. The elected leader can use his title to Socially influence the other parents. The schools can influence the parents through this leader: The leader translates the social norms of a school to the parents and functions as a role model. The leader will probably support and pressure the parents in getting more involved. Support might also be available from the other parents from the cell system. The document doesn't show how it includes pressure from community members to not participate in education and the expectations of parents to resist this pressure. Because the leader of the cell system is a fellow community member, it decreases the Barrier between parents and school. This affects parents Self-efficacy expectations towards being able to be involved in their child's education. Through the school and the leader of the cell the parents gets to know what is being expected from them, what can be seen as Skills for involvement. However, this might not be sufficient for parents to be able to show participating behaviour.

SNV the 10 parents cell system, conclusions

In the field research should be included whether the project accounts pressure from

community members to not participate in education and the expectations of parents to resist this pressure. It would be good the find out whether there are more Barriers to be included and more Skills to provide. It does seem like a good project, according to the used aspects of the ASE model, which makes it interesting to see the elaboration of this project.

QEIP, analysis

War Child uses the project QEIP in 30 project schools and stands for Quality Education Improvement Plan. One result they are aiming at, is to increase parental and community support for education. Every school creates their own improvement plan, so the concrete project of improving parental and community involvement will also differ per school. This method ensures a bottum up approach, because some of the parents are involved in making the action plan. Their ideas are concidered as well, so the project pays attention to Attitude and Self-efficacy expectations of parents and community. When the plan is put to action, these aspects will probably receive more attention, depending on the needs of the specific community and school. During the planning, the people are told to come up with feasable ideas for improvement and to be commited to the implementation of the plan. This way Social influence is used: pressure on the participants to be commited and to offer support to the rest of the community, while implementing the plan. To involve the community in writing the action plan, it provides common ground, joint objectives, on which both school and community work on. The gap between school and community is already decreased. This will happen even more during realizing the plans. The project is reducing Barriers this way. Skills are not included in the document about QEIP, because it differs per school what is needed to improve quality education.

QEIP, conclusion

The set up of this project looks promising, but is really depending on the outcome of the action plan in each school. For this project it is important to see what actually happens in the field. It is important to receive information on all aspects of the ASE model. It would be good to visit several schools, to get a broad picture of the average result of this project.

LIDI

Terre des Hommes decided to participate in this research when the field research already started. Information about LIDI was received afterwards and could not be included in this policy analysis.

Appendix 4. Database comparison with ASE model

Summary of data from analysis:

	Attitude	Social influence	Self-efficacy expectations	Barriers	skills
LABE (Oxfam Novib)	Through literacy classes and joint lessons, parents view towards education changes.	Home learning centres are in the community and will have its influence there. Follow ups for parents who don't attend meetings. Exchange visits so parents can learn from others. Competitions to motivate parents to do better. Different parties are telling them what is expected.	Tasks are being devided, so parents know what to do. Women are empowered through the literacy classes, get confident and they are part of a group.	Ignorance and illitareteness is being reduced. Materials for learning are being provided, what increases the possibility of learning. With knowledge parents can create more income, which reduces poverty in the community.	Literacy skills for parents and children, parenting skills, infant teachers are taught how to teach in local language, children are taught lifeskills. Trainings on agriculture, small loan distributions, so parents can undertake actions on these areas.
FAWE (Oxfam Novib)	Especially emphasise on girl child education, also with GEM club. Sensitisation on rights of the child.	FAWE uses teachers and children to pass on information to parents. Parents share with other parents in the community. Good results in school attract more parents. A by-law is made so parents can get fined when their child is not in school.	Through the sensitisation parents are more aware of their role as a parent.	The level of ignorance is decreased.	Training for teachers, parents and children, on importance of girl child education. 10 children of the GEM club got trained. Teachers got a training on gender responsive pedagogy. Teachers and children learn lifeskills.
CEFORD (Oxfam Novib)	Through literacy classes parents are experiencing the value of education and change their attitude. Sensitisation meetings are called for.	FAL Group members are influencing each other and the community around them. PTA/SMC act as rolemodels.	The FAL group helps each other, so self-efficacy expectations will improve. Also by the skills they are taught.	The barrier of poverty decreases through skills and income generating activities.	Literacy skills, saving culture skills, planning skills, livelihood skills, agriculture skills, hygiene and sanitation skills for parents. PTA/SMC skills for their role.
ZOA	Sensitisation through meetings and activities in school and outreach in community	Encouraging and using pupils and local leaders to talk to the parents, besides meetings in school. Mentorship teacher-child forms social control. Teachers, PTA/SMC functioning as rolemodels.	Sharing the school workplan with parents, deviding tasks among parents. Creating opportunity for parents to share their knowledge. Using rolemodels for setting examples.	Reducing ignorance of parents on importance of education, their involvement and on their parenting role. Creating opportunities to get involved. Increasing income with agriculture in community, so parents can contribute. Outreaches to parents who are living far from school reduces gap between school and community.	Exchange visits with other schools, to use their projects. Training of PTA/SMC on their roles in the school. Training parents on garden skills. Training teachers and pupils on areas of HIV/AIDS, (girl) counseling, life skills, gender, WASH and use of school materials (newspapers etc).
Bringing Hope To the Family (SNV)	Sensitisation meetings, first with PTA/SMC, teachers, then with parents	Working with the whole community, mentorship teacher-child, 10 parent cell system	School garden and cell system decreases treshold for parents to be involved.	The barrier of food security is decreased through the gardens at school and at home. This works also as an income generating source.	Garden skills, parenting role skills, PTA/SMC skills are trained through BHTF.

	Attitude	Social influence	Self-efficacy expectations	Barriers	skills
QEIP (War Child Holland)	Trainings, meetings, sport days are used to sensitise parents	Local leaders/officials, PTA/SMC, children are influencing parents to come	Local leaders are using role models to show parents, so they know how to be involved.	Ignorance of parents is being reduced by the trainings WCH gives them	Parenting skills are taught through the training. WCH also trains teachers and children.
LIDI (Terre des Hommes)	Sensitising through meetings, open days and workshops	Use of community leaders and officials, sport activities, competitions with other schools	Devide tasks among parents and use PTA/SMC members as role models.	School garden decreases lack of food security, provide garden and school materials	Workshops, trainings for teachers, SMC and parents. Garden skills