

PARENTS' PARTICIPATION IN THE FAMILY LITERACY PROGRAMME IN THE
KAVANGO EAST REGION OF NAMIBIA.

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ABSTRACT

The establishment of Family Literacy Programmes is a worldwide trend as it is an educational method that promotes the notion of the parent being the child's first teacher. A Family Literacy Programme (FLP) was implemented in the Kavango East Region of Namibia through the Directorate of Adult and Lifelong Learning. However, there is a high drop-out rate and low participation among parents. This study therefore sought to investigate parents' participation in the FLP in the Kavango East Region of Namibia.

The study used a qualitative research design because the researcher developed a holistic analysis of FLP in the Kavango East Region of Namibia using words, reports and detailed views of informants in natural settings. The study employed a case study design in that it focused on four schools from four constituencies of the Kavango East Region, namely Rundu Rural, Mashare, Ndonga-linena and Ndiyona. The study employed purposive sampling. The participants with specific characteristics were those parents who participated in the FLP, school principals, grade one teachers, promoters and adult educators from the four constituencies. The research instrument used to collect the data was the interview guide.

The findings of the study reveal that the tendencies or prevalence of parents participation in the FLP in the Kavango East Region of Namibia is not homogenous but stems from a variety of understandings and is supported by a variety of reasons. First, it seems that there is a confusion regarding parents' understanding of the FLP concept. The parents' reasons for entering the FLP are related to the lack of pre-primary and primary schools, understanding the importance of education, improving academic performance of learners and reducing absenteeism and parents'

hope to acquire the basic skills of reading and writing. The reasons that force parents to drop out of the FLP in the Kavango East Region of Namibia include the following: the FLP is offered at the wrong time, lack of awareness about FLP policies and programmes, irregular visits, pedagogical approaches used by facilitators regarding lesson preparation and presentation, lack of funds and transport, laziness and ignorance among participants, pressure in the families, parents not valuing education for their children, salary delays, poor training for promoters and poor working relationships between ministry and school. The reasons that force parents out of the FLP therefore are situational and socio-economic. The parents suggested measures that could be put in place to improve participation in the FLP in the Kavango East Region of Namibia. These measures support the need to improve the curriculum, improve the relationship among stakeholders, improve the salary and qualification levels of promoters and ensure constant evaluation of the FLP.

It is recommended that the division of adult education and lifelong learning to provide funding for the FLP campaign mobilize and create awareness in parents, especially those with a low level of education, provide adequate training to facilitators, extension of the programme duration and evaluation of the curriculum provide more intervention. The University of Namibia is called upon to provide learning opportunities for facilitators to further their education in the field of adult education in a form of two- to three-year diploma qualifications for teachers. The education officers in the Kavango East region must build a rapport with the school principals, Grade 1 teachers and promoters to ensure the schools succeed and improve participation of parents in the FLP.

The promoters are called upon to advance and motivate parents to establish class committees to assist with the mobilization of other parents in the community. The parents who understand the importance of and benefits of FLP could be called upon to assist in motivating fellow parents by sharing their experience derived from the FLP. However, further research is still needed to assess the relevance of the FLP, the changes necessary and the extent to which the FLP objectives are being achieved.

Key words: Lifelong Learning, Lifelong Education, Adult education, Community education, Family literacy

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LIST OF ABBREVIATIONS AND ACRONYMS

BETD - Basic Education Teachers Diploma

DABE - Directorate of Adult Basic Education

DLLCE -Department of Lifelong Learning and Community Education

FLP – Family Literacy Programme

MBESC - Ministry of Basic Education Sports and Culture

UNAM - University of Namibia

NLPN- National Literacy Programme in Namibia

UK- United Kingdom

USA - United States of America

UREC- University of Namibia

MOEAC - Ministry of Education, Arts and Culture

PS - Permanent Secretary

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DEDICATION

This dissertation is dedicated to my late parents' memory: Sikwaya Maurus Kamati and Prisca Rukunde Haimbili Kamati. Their advice, support and encouragement will always be remembered.

DECLARATION

I, Thekla Nangura Kamati, hereby declare that this study is a true reflection of my own research, and that this work, or part thereof, has not been submitted for a degree in any other institution of higher education.

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Thekla Nangura Kamati

DATE

CHAPTER 1: INTRODUCTION

The purpose of this chapter is to provide the orientation to the proposed study. It presents the statement of the problem and research questions. It also explains the significance of the study, limitations and delimitation of the study and provides a summary of the thesis.

1.1 Orientation to the proposed study

The establishment of Family Literacy Programmes (FLPs) is a worldwide trend as it is an educational method that promotes the notion of a parent being the child's first teacher (Woessman & Ludger, 2004). Many different forms of FLPs have been developed in different countries. The term "family literacy" was first used by the educator, Denny Taylor of the United States of America (USA), to describe literacy learning activities involving children and their parents alike (Elfert & Hanemann, 2011). The idea was developed in the USA through the *even start* programmes, which were funded through the USA Department of Education (Elfert & Hanemann, 2011). A Kenan model was developed and subsequently introduced in the United Kingdom (UK) and other European countries. This model was intensive (three or four days a week over the school years, focused on parents with low literacy and motivating children to engage in shared activities (Elfert & Hanemann, 2011). The idea of developing FLPs extended to Europe in the 1990s (Elfert & Hanemann, 2011). Elfert and Hanemann (2011) further explain that the concept of Family Literacy in the UK was understood in terms of bringing together two strands of the education system, namely early childhood education and adult and community education. In the UK, contrary to other countries, Family Literacy developed and received funding out of the adult education field. What the UK and US concepts have in common is the

combination of elements of adult education, pre-school and primary education, which aims to enhance the literacy of both adults and children and in the process support teachers and parents so that failure among children is prevented.

The practice of Family Literacy is less institutionalized in Africa and as such tends to be community-oriented (Desmond & Elfert, 2008). This scenario results in limited access to resources, limited reading materials and the absence of a literate environment. Thus, the Family Literacy learning embedded in community-led development is focused on the local culture and on practices such as songs, dances and storytelling. This mode of Family Literacy Learning also engages participants in discussion and is a starting point for Family Literacy activities (Elfert & Heinmann, 2011).

When Namibia obtained independence on 21 March 1990, education has come to be considered a basic human right, to be available to all people. Education is important not only because we accept it to be useful, but because it was believed to participate effectively in adult life of our society, to be part of our national community all of us must be able to understand and communicate with each other. The Ministry of Education took up the challenge of providing "Education for All" under the guiding principles of improving access, quality, equity, and democracy (MBESC, 1993). Article 20 of the Namibian Constitution states that "all persons shall have the right to education..." (Namibia, 1990, p. 12-13). Moreover, this state of affairs reaffirmed the country's commitment to provide education to all citizens (MBESC, 1993). Kasokonya and Kutondokua's study (2005) argue that one of the initiatives to achieve this is through a FLP, which was duly launched in Namibia in 2006.

Before the launch of the FLP, a study was conducted in the schools in all 14 regions of Namibia. The aim of the study was to establish what school principals, teachers, learners and caregivers believed to be the ways in which parents support their children in the first years of primary school. The main findings were that principals and teachers experienced a lack confidence; the children were shy, lacked parental support and had no kindergarten or pre-school experiences (Kasokonya & Kutondokua, 2005). The study also revealed that principals and teachers expected learners to be able to read and write their names, speak in their mother tongue, hold a pencil, draw a picture, sing a song or tell stories when starting school. It was also found out that parents did not help children to read, do homework or asked them about schoolwork. The study indicated that children liked reading, writing, counting, singing and playing with their friends at school (Kasokonya & Kutondokua, 2005, p. 94). This finding was significant and confirmed the need for a FLP to strengthen the relationship between the school and families.

The FLP was implemented in the Kavango East Region through the Directorate of Adult and Lifelong Learning in 2006 (UNESCO, 2008). The Kavango East Region took this initiative because they realized the importance of implementing a FLP in order to provide parents with an understanding of the important role that parents and caregivers play in the development of early literacy skills in their children's education (MBESC, 2014). Kasokonya and Kutondokua (2005) stated that, despite its implementation, only few men participate in this course and that this is a common phenomenon in the education system. Moreover, there is high drop-out rate and low participation among parents (Kasokonya & Kutondokua, 2005). The aim of this research, therefore, is to investigate the participation of parents in a FLP in the Kavango East region of Namibia.

1.2 Statement of the problem

A FLP was implemented in 2006 in all 14 regions, including the Kavango East region (UNESCO, 2008). Despite this implementation, the FLP fails to meet expectations because parents have little interest in the programme and do not see its need. Eligible adults and parents may choose not to participate while others enter the programme for a short time and then decide to drop out. The 2014-2015 Regional Quarterly Report on Performance Indicators of the two Kavango Regions in the National Literacy Programme shows that 1000 parents were enrolled for the FLP in 2014 and only 480 parents managed to complete the programme (Makayi, 2015; Kawana, 2016). The target was not met because many parents dropped out. This expresses a drop-out rate of 58%. This scenario is a cause for concern because these parents did not have the confidence to assist their children in the educational process. In view of the above, this study sought to investigate parents' participation in the FLP in the Kavango East region of Namibia.

1.3 Research questions

The main research question for this study was: What are the tendencies or prevalence of parents' participation in the FLP in the Kavango East region of Namibia?

The study was further guided by the following research questions:

- What is the parents' understanding of the FLP in the Kavango East region of Namibia?
- What prevents parents in the Kavango East region of Namibia from participating in the FLP?
- What are parents' reasons for entering the FLP in the Kavango East region of Namibia?

- What are parents' reasons for dropping out of the FLP in the Kavango East region of Namibia?
- What measures could be put in place to improve participation in the FLP in the Kavango East region?

1.4 Significance of the study

The findings of the study provide policy makers and curriculum developers with relevant information that can help them to reform the administration of the FLP, because reasons for the lack of participation in the programme have up to now not been provided. In this way, the administration will then be able to respond to the needs of parents and caregivers. Findings are expected to benefit teachers and principals by providing reasons for the drop-out rate and low participation rates of parents in the FLP. It might also benefit adult educators and the Directorate of Adult and Lifelong Learning to consider measures that might be taken to address these issues because reasons for lower participation will have been provided. These might also help to re-examine the curriculum and teaching schedules in light of reasons that have been advanced by the participating parents of the Kavango East region.

1.5 Limitations of the study

One of the limitations was the language barrier, because some of the parents/caregivers in Family Literacy classes do not know how to read and write or even speak English. Language barrier dispositions occur when a member or the sampled respondents does not speak or read

English well enough to answer the interview questions. The researcher interviewed the participants in the local language so that they would be able to understand the questions.

1.6 Delimitations of the study

This research was conducted in the Kavango East region and targeted schools that offer FLP classes in four constituencies, namely Rundu Rural, Mashare, Ndonga Linena and Ndiyona.

1.7 Summary of the thesis

The study is organized according to the following chapters:

Chapter 1 is about an overview and orientation of the study that includes statement of the problem, purpose of the study, research questions, significant of the study and final limitation and delimitation of the study. Chapter 2 provides the literature review, focusing on the concepts, theories, barriers and benefits of parents' participation in the FLP in the Kavango East region. Chapter 3 is about research methods and design and also explains population, research instruments, sampling, and sampling procedures and includes the data analysis methods as well as ethical considerations. Chapter 4 presents and interprets the data collected from the respondents of the study while chapter 5 presents the discussion of the data analysis. Chapter 6 presents the conclusions and recommendations for improving parents' participation in the FLP of the Kavango East region. It also outlines the recommendations for further study.

1.8 Summary

Chapter one presented the orientation to the proposed study. The orientation provides the background to the establishment of the family literacy concept internationally and shows how the Namibian Ministry of Education embraced the concept in regions, including the Kavango East region. The chapter also presented the statement of the problem and research questions. The main research question rests on the tendencies or prevalence of parents' participation in the FLP in the Kavango East region of Namibia. The chapter also presented the significance of the study, limitations and delimitations.

CHAPTER 2: THE CONCEPTS, THEORIES, BARRIERS AND BENEFITS OF PARENTS' PARTICIPATION IN THE FLP

2.1 INTRODUCTION

The purpose of this chapter is to present the literature that relates to concepts, theories and benefits of parent participation in the FLP because these are relevant to understanding parents' participation in the FLP in Namibia in general and the Kavango East region in particular. The first two sections present the conceptual and theoretical framework of the study. This is followed by a discussion of the barriers to effective parent participation in the FLP. The benefits of family literacy for the children, families, schools and communities are also presented. This section is followed by the historical development of the family literacy concept in Namibia. The last section presents a case study on family literacy in the Southern African region. The case study is important because it highlights the importance of family literacy internationally that could inform the study on parents' participation in the FLP in the Kavango East region of Namibia.

2.2 Conceptual framework

The concepts discussed in this section are 'parent' 'participation' and 'family literacy'. These concepts are important because they guided this research study and provided a structure by which the researcher carried out the research.

2.2.1 Parent

A parent can be a father and/or mother who nurtures and raises a child; or can also refer to a relative who plays the role of guardian (Epstein et al., 1997). The South African School Act

(SASA) No. 84 of 1996b outlines the following with regard to parenting: basic parental duties; sets of school-related requirements; parents' right to information; and parents' and community representation in mandatory school-governing bodies. According to SASA, 1996b, a parent is defined as:

- The biological or adoptive parents or legal guardian of a learner,
- The person legally entitled to custody of a learner, or
- The person who undertakes to fulfil the obligations of a learner's education at school

Therefore, in this study a parent refers not only to one who gives birth to a child but also one who teaches how to live in this world, to respect adults and obey them as well as teaching them the importance of life and education (Epstein et al., 1997). A parent is anyone who provides children with basic care, direction, protection and guidance (Edwards, 2004).

For the sake of this study, note should be taken of the fact that a 'parent' is one such person registered in the FLP programme in the Kavango East region to achieve the purpose of the programme (see Section 1.2 [par 1] and section 1.3 of Chapter 1). Thus, in the subsequent presentation of the propositions, in this study the term 'parent' as described above is labelled as 'learner' because they are in a learning situation by virtue of their enrolment in the FLP programme of the Kavango East region.

2.2.2 The meaning of participation

Blanchet (2001) says, “Participation may simply mean taking part in an initiative without being its instigator or leader. In this case, those participating have no power, but simply have a role to play, have a task to complete. This notion of participation always leads to poor participation in the FLP because parents are not directly involved and their needs are not addressed.” Roger (as cited in Likando, 2008) maintains that for adult learning programmes to be effective, they must be based on “felt needs” of the learners. According to Gran, (1983). participation is a way of ensuring equity and it is a democratic right for people to participate in matters affecting their future. Every adult, whether relatively poor or the poorest of the poor, has the right to be part of decision-making mechanisms affecting his/her development (De Beer & Swanepoel, 1998). Therefore, in this study, participation means that parents are not merely adult learners in the FLP but also have a role to play in the education of their children.

2.2.3 Family literacy

The term Family Literacy can be described in three ways: firstly, the FLP is described as the study of literacy in the family. Secondly, the concept is also used to refer to a set of interventions related to the literacy development of young children. Lastly, the concept refers to a set of programmes designed to enhance the literacy skills of more than one family member (Britto & Brooks-Gunn, 2001; Handel, 1999; Wasik et al., 2000).

In this study, the concept of Family Literacy is considered in terms of the second and third definition. The researcher adopted this definition, because the study focuses on intergenerational

FLPs that work with the family rather than with the child or the adult separately. These programmes assume that the greatest impact on Family Literacy development is achieved by combining the effects of early childhood interventions; early parenting strategies; increased adult literacy and enhanced parental support for children's school-related functioning (St. Pierre, Layzar, & Barnes, 1995). In addition to the above meaning, the family literacy concept is viewed as follows by Auerbach (1989):

- **Parents working independently on reading and writing** on the most basic level, just by developing their own literacy, contribute to family literacy; as parents become less dependent on children; the burden shifts and children are freer to develop in their own ways.
- **Using literacy to address family and community problems** by dealing with issues such as immigration, employment, or housing through literacy work makes it possible for literacy to become socially significant in parents' lives; by extension it models the use of literacy as an integral part of children's daily lives.
- **Parents addressing child-rearing concerns through family literacy classes** by providing mutual support and a safe forum for dialogue; parents can share and develop their own strategies for dealing with issues such as teenage sex, drugs, discipline, and children's attitudes toward language choice.
- **Supporting the development of the home language and culture.** In this regard parents contribute to the development of the home language and culture; they build the foundation for their children's academic achievement, positive self-concept, and appreciation for their multicultural heritage. By valuing and building on parents' strengths, the status of those strengths is enhanced.

- **Interacting with the school system.** Here the classroom becomes a place where parents can bring school-related issues and develop the ability to understand and respond to them. They can explore their attitudes toward their own and their children's school experiences. They can assess what they see and determine their responses, rehearse interactions with school personnel, and develop support networks for individual and group advocacy (Auerbach, 1989).

2.3 Theoretical framework

This study is underpinned by the Intervention theory and this is discussed below.

2.3.1 Intervention theory

Interventions are defined as the grouping of communal techniques that can bring about a change in a target group (Van Rooyen & Combrink, as cited by Lombard, 1992). In the case of this study, the intervention objective refers to the kind of change brought about through the actions of literacy educators, regarding a particular target group or its environment (Lombard, 1992). The elements of intervention theory highlighted by Lombard (1992) are the following:

- Environmental changes in the milieu, individual or group so that it becomes possible to satisfy the individual's need, solves his/her problems and develop his/her potential, for example change in the policy, practices or attitudes. This may impair the functioning of the individual.
- Coping with the emotions of an individual. This may be experienced by members of the community and may seriously impair the effective functioning of the individual or community. When the emotions arise, it is of the utmost importance that they be eliminated or minimized, for instance, to diminish a community's feelings of insecurity,

stress and fear; to diminish resistance against the acceptance of change; to encourage individuals to persevere and to instil a feeling of hopefulness in them; to improve the community's collective ego functioning and feeling of self-esteem and create a sense of belonging.

- Behavioural change is an important result of an intervention because it may mean that a system outside the community may be prevailed upon to change its policies towards the community. A new behaviour can adopt a wide diversity of forms, for example the ability to independently solve problems, to render material and other forms of practical assistance to the community by systems outside the community.
- Developing the cognitive insight of man refers to the accomplishment of creating within community members both an intellectual concept and an emotional consciousness of the real nature of motives, attitudes and emotions which exist in the system, and the real and latent impediments experienced by the community and ways of coping with these impediments. Examples of insights are the improvement of the community's concepts of particular social problems and methods by which they may be solved; the prevention of social problems and needs by drawing the community's attention to the reasons contributing to these circumstances and showing community members which roles they can play in the prevention thereof; and establishing within the community a knowledge of and insight into the nature of educators.

Figure 1 shows the relationship between the community work process, practice models, intervention objectives and intervention models and techniques in the intervention theory.

Figure 1 shows five aspects that are presented as given facts. The first is the community work process. This consists of five basic scientific steps, namely the situation analysis, definitions of needs and problem, and the plan of action, implementation and evaluation. The second category is the practice models and related strategies. The third category is the intervention objectives, which are about environmental change and coping with emotion. The fourth category rests on the intervention modes, which include cooperating, campaigning, coercion and mobilizing. The fifth category is about techniques, which include education, influencing, research, group decision, consultation, funding, organizing and facilitating. The content matter of the relevant figure indicates that the FLP actions may be structured hierarchically. This implies that the intervention theory eventually determines which techniques will be used by the policy makers, programme planner and implementer and how they will use them.

In the context of this study, the FLP is seen as an intervention approach that could encourage parents' participation in the programme. The intervention must be channelled through the family so that parents are encouraged to participate (Darling, 1993). The researcher used this theory to help understand the application of the intervention objectives and models of intervention in the improvement of FLP in the Kavango East region. Moreover, the theory guides recommendations made by the researcher. Also, the empirical part of this thesis included participants' views of the intervention approach. This was a considered inclusion meant to rationalize the intervention theory among FLP participants in the Kavango East region of Namibia.

2.4 Review of a related study on FLP in South Africa

The Department of Education of South Africa decided to implement a FLP project aimed at addressing the low literacy achievement of many pre- and primary schoolchildren, and parents' lack of confidence in their ability to provide support to these children (Wasik & Hermann, 2004). The FLP was set up in 2000 in support of the findings that parents were confident to support their children, whatever their own levels of literacy (UNESCO, 2008). According to Desmond (2004, pp. 360, 2008; 2012, pp. 202, 475), the project aims to address adult functional literacy needs, and through that help to make people enjoy reading. When adults are able to read they provide a positive role model for their children. The FLP defines family literacy as “intergenerational sharing in reading and writing activities” (Desmond, 2008, p. 33).

The FLP in South Africa uses the following features in the implementation of their project (Desmond, 2012):

- **Reflect tool:** The FLP follows the Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT). This is a participatory method of group work influenced by the Brazilian educationalist, Paulo Freire. The topics chosen reflect the interests of the adults who participate in activities that relate to poverty, water, HIV/AIDS, early childhood development and child protection (Desmond 2004, p. 353; 2008, p. 36). The REFLECT approach stimulates discussions and provides the group members with an opportunity to share what they already know, and to work towards problem-solving.
- **Early literacy:** An adult learner group is the main channel through which FLP works to achieve its primary objectives of enhancing the lives of children, families and

communities. The programme achieves this objective by enhancing the learning and literacy skills of adults. It ensures that adults are able and likely, to read to their children at home; engage them in literacy-related and other developmental play activities and help them with homework (Desmond, 2004, p. 352; 2008, pp. 36-37).

- **Adult literacy:** In groups, adults improve their literacy and language skills by working through six learning units. These units cover a range of topics. The literacy needs for participating adults, such as to read road signs and street names, count money and livestock, fill in forms at the bank, find their way at the clinic and read where taxis are going, are functional. Other functional literacy activities include journal keeping with children, becoming pen friends with women in other groups and borrowing books from the project libraries (Desmond, 2012, p. 353).
- **Home visits:** Group members share their knowledge of early childhood development with neighbours through a home-visiting programme. Visits include sharing of activities to develop early literacy skills, and health messages on nutrition, safety in homes, common childhood illnesses and their danger signs (Desmond, 2012, pp. 353-355).
- **Libraries:** Few homes have their own books (Kvalsvig, 2005). As the communities also do not have access to community libraries, local libraries were established with the help of the Exclusive Books Trust. The FLP libraries are staffed by group members and are supported by the project staff. The FLP libraries are open to the whole community and used by local school children. The FLP further supports shared reading through box libraries, family literacy groups and book clubs.
- **Publications:** Because people in rural communities have few opportunities to practise their literacy skills, the FLP introduced initiatives such as newsletters and community

libraries. The newsletter is a way of sharing project news and information, and group members are encouraged to write letters to the editor. Other publications in the local language, Zulu, include: prepare your children to read; parents and young children; you and your child; stay healthy, and help children to be strong. The three books for young children have been published together with audio tapes of the story, and accompanying songs (Desmond, 2012, p. 355).

According to the results of external evaluations, the FLP in South Africa described above was successful in establishing the culture of reading among its members. The group members interacted more fluently and frequently with their children. The results of evaluations also showed that parental reading and writing activities had improved, as well as the children's literacy skills (Desmond, 2012, p. 356).

2.5 Challenge to participating in the FLPs and how they were handle in South Africa

Le Roux, (2016) studies indicated that family participation in FLP is a challenge because of the following findings: parents do not perceive family literacy as a need; participation hampered by time constrained, lack of knowledge and misperceptions, fears explicitly during the orientation meetings. The solution was to allow parents who have already participated in the programme share their experiences of the programme when a repeat run of the programme is planned. The school use to hold session on weeknights and start little earlier. Advertising the success of the programme by placing photos on the schools' notice board after each session. Photos, a short video clip and asking parents to share their experiences during general or grade parents' meetings can motivate more parents to participate. Dissemination of a summary of the

programme to all families in the school through regular newsletters can ensure that the benefits are not limited to the few who are able to attend the family literacy programme.

The first lesson that could be learned from South Africa's FLP is that intervention programmes are necessary to improve parents' participation. Programmes have to respond to the needs of parents in the specific areas. The second lesson is that participants need to be involved in curriculum development. In that regard, the promoters should be trained to investigate home and community literacy practices for the purpose of instruction. Moreover, adult education institutions should develop frameworks for literacy teachers to research households and to uncover the forms of knowledge which can inform their own curriculum. The third lesson is that the FLP should bring about social change for people rather than institutions. This means that participants should acquire the skills that will enable them to bring about change in their lives and the education of their children. Social change is a process which cannot be done for people, but which instead has to be experienced by people themselves through FLPs (Freire, 1981). Finally, family literacy promoters should be equipping with skills that will enable them to transfer knowledge to parents. Thus, Freire (1993) emphasizes, the improvement in the quality of educators implies education training towards critical consciousness and dialogue.

2.6 Challenges to active participation of immigrant and refugee families in the FLPs and how they were handle in United States of America

Plaines, (2003) identified barriers and challenges to active participation of families in their children's educational experiences in United States as follows:

2.6.1 Language

Plaines, (2003) indicated that many immigrants and refugee parents who speak little or no English language is a major barrier to communication between school and home. Therefore, parents are often reluctant to participate in FLP activities where spoken English is necessary.

2.6.2 Cultural expectation

Des Plaines, added that school personnel may perceived that parents are not interested in or do not care about their children's education. However, these perceptions may base on the cultural misunderstandings on both parents and school personnel. Language minority parents are not expected to take an active role in their children's educational experiences or where the role that parent takes is very different from the role that parents expected in the United States school system (Plaines, 2003).

2.6.3 Isolation

According to Plaines, (2003), many factors lead some immigrant and refugee parents to live isolated from the community at large such as fear, reliable public transportation, so coming to FLP class is difficult. As a result, some do not have access to childcare for their young children and making it difficult to attend FLP. In some cases, grandparents are the caretakers of schoolchildren. In these cases, failing health or other age- related issues may habits grandparents from participating in the school lives of grandchildren (Plaines, 2003).

2.6.4 Busy personal lives

Parents have very busy lives, often holding more than one low-paying job to make ends meet. They may work the swing shift or night shift, making it impossible to attend FLP classes or

oversee their children's homework. When given the chance to work overtime hours, parents may choose to earn much-needed income even when this entails being away from home and making it difficult to participate in FLP or school activities for their children (Plaines, 2003).

2.6.5 Lack of welcoming atmosphere in some schools

Some schools do not provide an atmosphere that parents perceive as welcoming. This may be due to school personnel who are overworked, lack cultural sensitivity or do not speak the parents' native languages (Plaines, 2003).

2.6.6 How those challenges were handling in United States of America

According to Plains, (2003), despite many challenges and barriers faced by schools and FLP parents themselves, numbers of successful strategies to reaching out to and involving these parents identified as follow:

- Schools have successfully collaborated with community-based organisations to provide translation assistance for written materials.
- Many schools offers orientations for new families at the beginning of the school academic year, for parents with limited English language skills, translation assistance is essential, as is adequate time for parents to ask questions in their native languages. Schools may choose to hold orientation sessions in different languages, depending on the numbers of languages spoken by parents. Some schools have successfully used bilingual parents from schools community to organise and conduct these orientation sessions, offering native language support and their insights into cultural differences. On some cases orientation sessions may be held at locations other than the school. For example, if many families receives social services.

- Many Family Literacy Programmes and schools have produced parents' handbooks in a variety of languages to address school, district procedures, school activities and the schools expectations for parental involvement.
- Develop welcome videos to orient new parents in school and in FLP. These videos are available in a variety of languages and parents can able to read their native languages to access information.
- Family –to family mentoring programmes in which families who currently have children in the school partner with new school families are an effective way of providing support and information to families who are new in the FLP programme and school.
- Conduct home visits to provide them with information about FLP. It is a good practice for home visits to inform parents about their role in their children's educational activities.
- Language minority parents are invited to participate in a bilingual focus group of parents and school personnel to share their concerns and ideas for successful parental involvement in FLP. Parents themselves are the best recruiters of other parents to become involved in FLP and school activities.
- Some successful on-site adult education programmes have used the Adult Learning Resources Centres parents as educational partners' curriculum that addresses both English language skills and information about the U.S school system.
- Host social events (such as potluck picnic) are effective tools for fostering goodwill, understanding, and a welcoming atmosphere among school personnel, adult facilitators and language minority families. It is a good practice to extend personal and, when possible, bilingual invitation to targeted families or parents.

- Provide in-service training for school personnel, adult facilitators on cultural consideration and effective methods of communicating with parents is an effective tool for creating better communication and a more welcoming school atmosphere for parents.

The lesson that could be learned from United State of America's FLP to improve participation is that schools have successfully collaborated with community-based organisation to provide translation and assistance for written materials in native languages. Another lesson is that many schools offers orientation for new family literacy classes at the beginning of the academic year for parents with limited English language skills in which translators are involve translating in native languages and allowing parents to ask questions for clarification. In one hand, it was learned that FLP programmes develop welcomed videos in variety languages to orient new parents to be able to read their native languages to access information. In other hand, it was learned that social events are effective tools for fostering good will, understanding and welcoming atmosphere among school personnel, adult facilitators and language minority families. This is relevant to this study in terms that, in Kavango East region of Namibia many people have immigrated from Angola to come and settle down in Namibia and they speaks variety languages that affect their attendance and participation in FLP.

2.7 The historical development of the Family Literacy concept in Namibia

Before the independence of Namibia, education was fragmented and divided according to ethnic lines and based on colonial apartheid laws. Education for the majority of the population was inferior compared to the education provided to the minority white population (MBESC, 1993). This resulted in many people not having access to schooling, and this scenario significantly

contributed to today's relatively high rate of adult illiteracy in Namibia (Kasokonya & Kutondokua, 2005).

At the independence of Namibia on 21 March 1990, the need to provide education became a priority and a considered basic human right of all people (MBESC, 1993). The Ministry of Education took up the challenge of providing 'Education for all' under the guiding principles of the educational goal of improving access, quality, equity and democracy (MBESC, 1993). Article 20 of the Namibian Constitution states that "all persons shall have the right to education ..." (Namibia, 1990, pp. 12-13). Moreover, this is reaffirmed in the country's commitment to providing education to all citizens (MBESC, 1993). One of the initiatives to achieve this is the FLP, fully funded by the Ministry of Education, and implemented and managed by the Directorate of Adult Basic Education (DABE). The main objectives of the programme are:

- To transform literacy into a shared pleasure and a valuable skill shared by the whole family.
- To help to develop a critical mass of community members of all ages who see literacy as important and enjoyable.
- To stress the importance of the parents/caregivers as the children's first educator and support them in assuming this role.

The implementation of the FLP in Namibia began with the training of family literacy promoters or facilitators in 2006. Thirteen people (one from each education region) were selected to attend a three-week training course conducted in Windhoek, but with a South African consultant, Snoeks Desmond (UNESCO, 2008). The main purpose of the training was to equip the promoters with an understanding of the importance of the role of the parents and caregivers in

the development of early literacy skills in their children. This included early childhood development, storytelling and reading, songs and music, child protection, children's rights, HIV/AIDS and nutrition (Kasokonya & Kutondokua, 2005, p. 94).

This course was significant and confirmed the need for this programme to strengthen the relationship between the school and families, resulting in Grade 1 teachers reporting that participating parents are now more interested in what is happening in the classroom. They communicate by letter if there are issues they are not sure of. The relationship between parents and the school has therefore been strengthened and, following the course, the parents show more interest in the activities of the school. Grade 1 teachers report an improved confidence in learners in topics like storytelling, which is an important activity at this level. Parents tell children stories that the children then share in the classroom (Kasokonya & Kutondokua 2005, p. 94).

The programme targets disadvantaged communities, where many parents are unemployed and have to attend to agricultural activities for their daily survival, and this hampers regular attendance. If participating parents find jobs in other towns, they regard it as more important than attending the course and drop out to become migrant workers. Some older members of the community still harbour the misconception that educating children is solely the task of the teachers, as they are being paid to do this. Few men participate in this course and this is a common phenomenon in the education system. Men prefer to push women to the front when it comes to the education of their children (Kasokonya & Kutondokua, 2005, p. 94). Another challenge is that most parents who drop out do not see Family Literacy as a need. Furthermore, some school principals and teachers do not support the FLP because they do not seem to show

support for the promoters and parents, as a result it affects the operation of the programme. Monitoring visits have at times been hampered by the unavailability of government transport, flooding, heavy rains (northern regions) and dangerous gravel roads. The FLP promoters receive an honorarium of ± N\$700.00 per month from the Namibian Government. As it is difficult to survive on this amount, if promoters are offered a better job they leave the programme. Some centres are left without the services of a promoter for long periods, because new appointees need to be trained before they can start facilitating a course. Promoters are often paid late due to technical problems in the salary system, or late submissions of appointments. This can be frustrating to both promoter and supervisor and may result in promoters seeking alternative employment. Cases have been reported where principals did not welcome the programme at their schools, as it tasks them with extra responsibilities. In these cases, the matter is referred to the Regional Director of Education (Kasokonya & Kutondokua, 2005, p. 94).

2.8 Barriers to participating in the FLPs

A barrier is an obstacle that prevents one from achieving his or her goal. In the case of this study, a barrier would be an obstacle to participating in the literacy programmes. Barriers could result from a combination of factors such as gender differences, cultural differences, language barriers and physical barriers (Jarvis, 1995). Owen (2000) identifies a three-strand conceptual framework in the research literature within which the complex mix of inter-related barriers to the adults' accessing and participating in the adult education programmes can be analysed. Section 2.7.1-2.7.4 further elucidates some of the barriers to participating in the FLP.

2.8.1 Dispositional barriers

Dispositional barriers have to do with the individual's feelings, thoughts on and attitudes toward learning activities. For many reasons, some parents are very difficult to attract into a structured learning environment (Owen, 2000). This could be due to their experiences and poor literacy skills, and the culture, which they reside in (Owen, 2000). In this regard, Corridan (2002) identified barriers such as physical punishment and internalizing feelings of inadequacy brought on by teachers. These barriers result from negative school experiences. The author also identified a strong sense of embarrassment and shame at returning to any learning as an adult as one of the dispositional barriers.

2.8.2 Institutional barriers

Institutional barriers may arise from realities and perceptions in relation to local image, access policies, costs, physical environment, learning options, pedagogical practices, learning outcomes and progression opportunities of learning activities (Corridan, 2002). Moreover, the image, ethos and physical environment, administrative and pedagogical practices of education and strategies used by training providers also discourage parents from attending these programmes. In this regard, parents respond positively to an approach, which involves service providers who work together with them to provide integrated learning opportunities (Corridan, 2002). Cross (1982) identifies institutional barriers as barriers that arise because of the way in which institutions implement their programmes. Canter and Canter (2001) describe barriers that typically keep families from the classroom as pressure on families, meaning that the number of single parent families, and stresses with jobs, finances and demands on their time may be reasons that families are not actively involved in education programmes. Secondly, these authors mention that

families feel unvalued or may not feel they have anything of value to contribute to the education programme or school. They may have negative feelings towards the programme or the facilitators and teachers. Families may have limited education or low literacy levels, which they may not feel welcome to attend education programmes in school if staff interactions and attitudes convey an environment that is not inclusive.

Cross (1982) and Canter and Canter (2001) provide a list of institutional barriers which arise because of the way in which institutions implement their programmes. These are noted as follows:

- Fixed hours: Families report time as a greater concern to enable volunteering. Some educational programmes are often scheduled at times that interfere with work or other obligations. More parents work outside the home, especially single parents; this makes it difficult if not impossible to attend programmes or classes scheduled during the day.
- Pressure on families: The number of single parent families, and families living in poverty, is growing in Namibia. Stresses with jobs, finances and demands on their time may be reasons that families are not actively involved in family literacy programmes.
- Family feel unvalued or unwelcome into the institution: some families may feel intimidated by teachers, principals, and other school personnel.
- Language and cultural barriers: Some families may not understand, speak, or read English well and may not understand newsletters, flyers, notes to home, or speakers. This may contribute to their hesitancy about becoming involved. Families from different cultures may feel disconnected and isolated from the educational programme (Cross, 1982; Canter & Canter, 2001; Corridan, 2002).

2.8.3 Cultural expectations

Canter (2001) discusses cultural expectations as barriers because families from different cultures may feel disconnected and isolated from the educational programme. Parents may come from cultures where parents are not expected to take an active role in their children's educational experiences, or where the role that parents take is very different from the role expected in the school or literacy programme (Plaines; 2003). Many parents, because of their own personal, family or cultural background, may not feel as confident as parents or as ready to be equal partners with teachers (Michael, Wolhuter, & Van Wyk, 2012). Other parents may believe it is disrespectful to tell the teacher how to do his or her job (Keyser 2006; Mqota, 2009). Parents may have learned to be deferential to the teacher out of respect and not feel able to express their own ideas, beliefs and expertise related to their children. In some cultures, parents simply believe that running schools should be left to educational professionals: "... trust the school, and never question the decisions or authority of the school personnel" (Plaines, 2003; Gonzalez-DeHass & Willems, 2003; Arnold, Zeljo, Doctoroff, & Ortiz, 2008).

2.8.4 Situational barriers

Situational barriers refer to an individual's life situation as well as the extent to which resources such as time or money influence participation, where parents and teachers must also contend with other demands on their time (Arnold et al., 2008). The financial health of many families depends on the income of two working people, because the cost of raising families is at an all-time high and people's basic standards of living have risen. In many families, both parents work

outside the home, making it difficult or impossible to attend school conferences, meetings and programmes scheduled during the day (Michael et al., 2012; Horvatin, 2015). These barriers are also associated with resources and information, because they relate to the availability, range quality and reliability of information on adult literacy programmes (Owen, 2000). For example, in the Education Policies Progress Report (2010) reports on parents' participation in the literacy programmes, the inaccessible nature of information about adult literacy and the cost of participation were cited as barriers.

2.9 The benefits of Family Literacy to learners, parents, schools and communities

The discussion below explains how the FLP benefits the learners, parents, schools and communities.

2.9.1 Benefit for learners

Research indicates that children whose parents foster literacy skills from an early age enjoy a range of benefits (Arnold et al., 2008:77). Many FLPs have shown cognitive gains for participating children immediately following the programme compared to children who did not receive the intervention (Powell 2004: 160; Padak & Rasinski, 2000:2). Moreover, a parent reading to his or her children when they are in pre-school is important for literacy achievement as it enhances the child's language (Weinberger, 1996). The author maintains that this may result in better reading, comprehension and expressive language skills, listening and speaking skills, later enjoyment of books, understanding a narrative, and good reading ability at the age of seven and beyond.

Children from families that participated in the FLPs are generally more prepared to start school. They are also relatively developed in reading vocabulary, and their phonemic awareness and decoding abilities have improved (Beck & McKeown, 2001). These children have been found to be more successful at all grade levels, achieving better performance in test scores and long-term academic performance (Mgota 2009; Padak & Rasinski 2000; Levine, 2002). This seems to suggest that parents' background translates directly into the success stories of their children. Studies by Michael et al., (2012) link parent participation in literacy programme with children's improvement in social-emotional development such as changes in self-esteem and better school attendance. In that regard, it can be concluded that parental participation in their children's literacy has a positive effect in children.

2.9.2 Benefit for parents

A study by Swain, Cara, Vorhaus, & Litster (2015) indicates that parental attitudes towards reading showed significant improvements between the start and the end of the course. There was no difference in reading behaviours, which generally take longer to change. FLPs that utilised the learning experience and interest of parents were associated with greater positive changes in parents' attitudes towards reading (Swain et al., 2015). Moreover, this study found a significant increase in parents' confidence and this enabled them to better support their children with their homework. Parents also improved their understanding of how reading is taught at school and with this came changes in their attitudes toward reading. The data indicate that FLPs, which focus on parents' own learning experiences and interests, are associated with greater increases in parental understanding of school literacies. Parents are often more likely to access services to help their children than for their own benefit. Through participating in a family literacy

programme, parents find confidence and success as their children's first teachers and help families to recognize and value the learning that takes place in the home (Swain et al., 2014).

Other benefits of parents' participating in the FLPs are cited. These include greater appreciation of their own important role and responsibilities in which parents overall reported reading with their children every day, or almost every day, and regularly supporting children with literacy work sent home from school (Swain et al., 2005). In addition, the participants in the FLPs also help to improve language communication skills between parents and their children as well as children and school (Swain et al., 2014).

According to Mqota (2009); Padak and Rasinski, (2000) and Sarlina (2016) parent involvement in FLPs increases parental interaction with their children at home and parents feel more positive about their own abilities to help their children. Parents benefit by being alerted to different and more effective ways of creating or developing literacy learning opportunities and stimulating experiences for their children (Van Wyk & Lemmer, 2009; Arnold et al., 2008). This may include reading of bedtime stories and creating own stories from personal experiences.

2.9.3 Benefit for teachers and schools

Parent participation in literacy programmes can also bring many multiple benefits to teachers and schools. These include helping to meet the simple task of involving parents in their children's literacy and there is extensive evidence that parents' participation in the education of their children is critical to effective schooling learning (Levine, 2002). Research studies by Swap (1993), Henderson (1981, 1987) and Henderson and Berla (1994) show that family involvement

improves student achievement, attitudes toward learning and self-esteem. These aforementioned studies show that schools that support strong comprehensive family involvement efforts and have strong linkages with the communities are more likely to produce learners who perform better. Children from low-income and culturally and racially diverse families also experience greater success when schools involve families, enlist them as allies, and build on their strengths. Family involvement in a child's education is a more important factor in student success than family income or education.

FLPs help parents to better understand the education system and the curriculum requirements (Chance & Sheneman, 2012; Swain et al., 2014). Parents can better support their children's literacy development and in doing so, lessen the teacher's workload. This is especially true when teaching at a school in a poor socio-economic community (Van Wyk & Lemmer, 2009).

The literature shows that collaboration between the school and parents also increases the resources available to the school and teachers because parents can contribute to schools by volunteering to facilitate some FLPs (Mgota, 2009). Parents may also provide opportunities for partnerships with businesses, agencies, cultural institutions and other resources which may assist with funding opportunities for the school (Mgota, 2009). This suggests that parents can be economic assets when they participate in school activities.

2.9.4 Benefit for the community

FLPs initiated by schools have been shown to have multiple positive results for the community. This is true because participation in literacy programmes often improves parents' literacy,

empowers parents to acquire social activities roles such as reading the Bible, prayer books and hymn books, and serves as a channel for community announcements (Openjuru & Lyster, 2007). Participation in the FLPs often result in better parenting skills and increases low-literate parents' literacy skills. FLPs therefore have the potential to positively affect several major social issues, such as nutrition and health problems, low school achievement and high school drop-out rates, unemployment, domestic and community violence (Padak & Rasinski, 2000).

Studies have found that FLPs that utilized the learning experiences and interests of parents were associated with greater positive changes in parental understanding of school pedagogies, literacy attitudes and in the quality and quantity of shared literacy activities in the home setting (Swain et al., 2014). The study shows that the most common motivation for parents' participation in FLPs is to learn about school literacies, in order to support their children's education. The Namibian evidence suggests that family literacy courses are an effective way of developing and improving parental understanding of these aspects of literacy (Swain et al., 2014).

2.10 SUMMARY

This chapter presented the literature review pertaining to the concepts, theories, barriers and benefits for parents' participation in the FLP. Firstly, the conceptual framework was presented to guide this research study and provide a structure by which the researcher carries out the research study. The chapter further discussed the intervention that informed this study by responding to parents' needs for literacy skills and using them in real-life situations in order to improve learners' academic performance and attendance and to encourage parents' participation in the

FLP. This would mean intervention programmes aimed at changing uneducated parents' beliefs about family literacy and responding to parents' needs.

Furthermore, the chapter presented a review of related studies on FLP in the region. The focus of the case study was on the experience of South Africa. The main lesson learned from the South African case study is that it is important to consider the following: identify participants' needs, undertake home visits, and conduct research before implementing the FLP. The barriers and benefits of family literacy were also discussed. In the case of this study, barriers referred to as being obstacles or challenges to participating in the literacy programmes and institutional, cultural and situational barriers were highlighted in literature as some of barriers to participation in the FLP. Finally, literature reviews indicate that participation in FLPs benefits all role-players such as parents, teachers, schools and the community as a whole. After independence, the majority of people in Namibia were illiterate due to apartheid and colonialism as it had not been the right of every citizen to have access to learning and its benefits. Based on that background the FLP was born. The outcome of the FLP was that parents now take on the duty of ensuring that their children attend school and parents and communities have taken responsibilities to work together with teachers.

CHAPTER 3 RESEARCH METHODS

3.1 Introduction

This chapter presents the research design and methods of the study. This is followed by a discussion of the population of the study. The next section relates the sample and sampling procedures, as well as the research instruments. Next is the description of the pilot study, which outlines how it assisted the researcher in the reformulation of the interview questions. A section is included on data collection procedures and this is followed by the data analysis and ethical considerations.

3.2 Research design

This study used a qualitative research design (Creswell, 2007). The qualitative research design is an enquiry process where a researcher develops a holistic picture analysis of words, and reports detailed views of informants in natural settings (Creswell, 2007). The aforementioned author argues that qualitative research designs are common in disciplines such as anthropology, whereby a researcher goes out into the field where individuals live, gathers their stories and writes a persuasive, literary account of their experiences. Therefore, this study rests on the holistic picture and analysis of words and ideas pertaining to the parents' participations in the FLP in the Kavango East region of Namibia.

The study employed a case study design. A case study design is a research approach in which the researcher focuses on a unit of study that can be understood as an object/entity, an event, an activity and as a process (Lorraine & Lorraine, 2011). There are three types of case studies,

namely intrinsic case studies, instrumental case studies and collective case studies (Creswell, 2007). The study was guided by the collective case study method, which refers to the process of using multiple cases to study an issue (Merriam, 1998). Therefore, this study identified four schools from four constituencies in the Kavango East region, and parents who are currently participating in the FLP and school principals, grade one teachers, promoters and adult educators in the Kavango East region.

3.2.1 Population

The population of this study consisted of parents who were participating in the FLP and those who dropped out. The school principals, Grade one teachers, promoters and adult education officers in the Kavango East region were also participants to the research because it helped to enrich data and broaden the understanding of the FLP from various interest groups.

3.2.2 Sample and sampling procedures

This study employed purposive sampling. John and Christensen (2004) define purposive sampling as a non-probability sampling technique in which the researcher requests people with specific characteristics to participate in the study. The participants with specific characteristics in this study were those parents who at that point in time were participating in the FLP, as well as school principals, grade one teachers, promoters and adult educators from four constituencies of the Kavango East region, namely Rundu Rural, Mashare, Ndonga-linena and Ndiyona. The sample consisted of four parents, one principal, one grade one teacher, one promoter and an adult

educator from each constituency mentioned above. The number of participants from the study area amounted to 32.

3.2.3 Research instruments

The research instrument used to collect data was the interview guide (Appendix G), which was applied to conduct one-on-one interviews with the 32 research participants. The interview guide consisted of four (4) sections. Section A focused on participants' personal and educational background information. Section B addressed the parents' understanding of the FLP, Section C covered reasons that prevented parents from participating in the FLP and why parents entered or participated in the FLP. Section D highlighted parents' reasons for dropping out of the programme.

3.2.4 Pilot study

The researcher conducted a pilot study in the Kavango East region among eight respondents to pre-test the instruments. These included four parents from a family literacy class, one promoter, one Grade 1 teacher, one education officer and one principal. The pilot study was therefore conducted with small scale-piloting persons with similar characteristic to those of the target group of respondents (Vos, Strydom, Fouche & Delpont, 2005). The pilot study was executed in the same way as stated in data collection procedures. Participants partook voluntarily and willingly in the pilot study in the agreed time and their schedule was not disturbed.

The researcher performed the pilot study to ensure that the questions in the research instrument were clear and understandable to participants. Secondly, the pilot study assisted the researcher to assess the relevance and appropriateness of the questions. Thirdly, the pilot study helped the researcher to determine the language to be used to collect data from participants. Finally, the pilot study helped the researcher to establish whether the findings obtained would be meaningful and easy to analyse in relation to the stated research question or categories.

The findings of the pilot study showed that the instruments were clear and valid and that the respondents understood most questions. However, some questions needed to be modified, due to factors as explained below.

Instrument 1: Family Literacy Parents: The study revealed that the research instruments for parental respondents needed to be used in the vernacular language (Rukwangali) for respondents to be able to express themselves freely. The questions were too long and time-consuming and therefore needed adjustment accordingly. It was also found that some of the questions were irrelevant and had to be removed and/or replaced. Examples of the latter are questions 1 and 12 (see Appendix G).

Instrument 2: The pilot study also revealed the need to refine this instrument, for example questions 5 in Section B for parents respondents for the researcher to draw parents understanding on the concepts FLP how they perceived the FLP. Instrument 5 for promoters, grade 1 teachers, principals and education officers deals with expectation and purpose of establishing FLP centre (section C).

The pilot study furthermore revealed that the interview time schedule needed to be changed because some participants were not willing to be interviewed after class, especially the principal

and teachers. These respondents then agreed to be interviewed during their spare time between 08:00 and 12:00. The education officers were interviewed based on appointments as agreed.

3.2.5 Data collection procedures

The researcher obtained official access to the learners (parents) of the FLP, school principals, Grade one teachers, promoters and adult education officers in the Kavango East region. The data was collected from the literacy parents who participated and promoters before the commencement of the class sessions to avoid disruption of lessons. Data was collected from the selected school principals and teachers in their spare period between 08:00 and 12:00. During the interviews, the data was recorded on audiotape and field notes were taken simultaneously.

3.2.6 Data analysis and indexing coding

The collected data was analysed using the content analysis method that allows subjective interpretation of text data using a systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon, 2005). The views of respondents were transcribed in a word processing document. The researcher then placed the transcribed data into exclusive groups depicting their responses according to similarities and differences of statements.

To ensure that the analysed data was easily identifiable, the researcher created a list of codes in which the transcribed data was placed. This process, called indexing coding, (Tshiningayamwe, 2015) keeps track of data so that it can be identified easily from its source; in that each entry of data contains a code and corresponding data. For example, L is the index code for learners who

are also parents, while F is the index code for promoters or facilitators. The codes and their descriptions are indicated in Table 1.

Table 1: The index coding of participants’ responses in the Kavango East Region

Code	Description of respondents
L	<i>Learners/ Parents</i> <i>Note that code L is chosen here to identify “parents’ views” because these are “learners” in this study and also to prevent confusion in identifying views of important participants in the study who carry the same initial P as in row 4 of this Table.</i>
F	<i>Promoters/ Facilitator</i>
T	<i>Grade 1 teachers</i>
P	<i>School principal</i>
E	<i>Education officer</i>

3.2.7 Ethical considerations

The ethical clearance certificate to undertake this study was obtained from the University’s Research and Ethics Committee (UREC) of UNAM (Appendix A). The researcher wrote letters to the Permanent Secretary of the Ministry of Education, the Regional Director of Education Officer and principals to seek permission to collect data from the participants in the Kavango East region (Appendix B and D.) The permission to collect the data in the Kavango East region was granted to undertake the study by the aforementioned respective authorities (Appendix C and E).

The following ethical considerations were observed: Firstly, the participants were asked to sign the consent form. The consent form explained issues of anonymity that would be maintained

(Appendix F). It also informed them about the purpose of the study and that they had the right to withdraw from the study at any time without any penalty.

3.3 Summary

This chapter presented the research methods followed to explore parents' participation in the FLP in the Kavango East region of Namibia. The chapter described the research design and the research approach used during the study. It was emphasized that the collective case study research design was used as the part of qualitative research. Other aspects outlined in the chapter are the population, sampling and sampling procedures. The sample of this study was drawn from four schools from four constituencies in the Kavango East region. It was therefore outlined that purposeful sampling was used in order to select participants with specific characteristics. The chapter also presented the instruments and data collection procedures. A pilot study was part of the process to help the researcher in redirecting and reformulating the interview questions. The last two sections presented in this chapter were the data analysis and ethical considerations. It is emphasized that the data was analysed using the content analysis where views of respondents were transcribed in a word processing document. Ethical clearance was received from the UREC.

The next chapter presents presentation and interpretation of data pertaining to parents' participation in the Kavango East region of Namibia.

CHAPTER 4: PRESENTATION AND INTERPRETATION OF DATA

4.1 Introduction

The FLP was established to address the literacy strengths and needs of the family to promote adults' involvement in children's education and recognize adults as a powerful influence on children's academic success (DABE, 2013).

The purpose of this chapter is to present and interpret the data pertaining to parents' participation in the FLP in the Kavango East region of Namibia. The presentation and interpretation of data address the research questions in the following sequence:

- What are the parents' understandings of the FLP in the Kavango East region of Namibia?
- What prevents parents in the Kavango East region of Namibia from participating in the FLP?
- What are parents' reasons for entering the FLP in the Kavango East region of Namibia?
- What are parents' reasons for dropping out of the FLP in the Kavango East region of Namibia?
- What measures could be put in place to improve participation in the FLP in the Kavango East Region of Namibia?

The presentation of data follows the codes: L = Parents/Learners; F = Promoters/Facilitators; T = Teachers; P = School Principal and E = Education officer. (See also Chapter, 3, section 3.2.6)

Tables 1-3 present only the perspectives of the 'learners' because they were viewed as the main targets or people directly involved. It was therefore deemed necessary to explore the learners'

views (who are parents) in terms of how they view and understand the concept family literacy in the Kavango East region. The views of participants with codes F, T, P and E were not deemed essential for this question because the researcher believed that they were already converted to the FLP by virtue of previous training they may have obtained.

Tables 4-8 include the perspectives of L = Parents/Learners; F = Promoters/Facilitators; T = Teachers; P = School Principal and E = Education Officer. This analysis and presentation help to broaden the parents’ view by exploring points of views from other interest group of significance involved in the FLP. These views further may help also to understand perspectives of parents who might have dropped out of the FLP.

The data following the sequence of the research questions are presented and interpreted below.

4.2. The parents’ understanding of the FLP

4.2.1 The purpose of the FLP and the concept family literacy

The parents’ understanding of the purpose of the FLP concept family literacy is presented in Table 2.

Table 2: Parents’ understanding of the purpose of the FLP and the concept family literacy

L	<ul style="list-style-type: none"> • <i>Is an educational programme provided for adults to learn the basic skills of reading and writing.</i> • <i>Education provided to parents to gain knowledge and enable them to direct and guide their children in life and education.</i> • <i>It is an educational programme provided to us parents to learn how to sing and dance read and write in order for us to go and assist children with homework.</i> • <i>Education provided for the family in which parents learn how to assist their children with schoolwork.</i> • <i>Education provided to parents and any person who takes care of children to assist their children with education.</i>
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Table 2 indicates that parents see the FLP as an educational programme to enable parents to assist their children. Parents also perceive it as education provided to teach them the basic skills of reading and writing. Some parents see family literacy as a process that enables parents to assist their children with homework. Some parents see family literacy as an educational programme that teaches them how to sing and dance, while others see family literacy as education provided to parents and any person who takes care of children to assist the children with education. Respondents also see it as education provided to parents to gain knowledge and enable them to direct and guide their children in life and education. It seems there is some confusion about family literacy because some respondents believe that the FLP offers basic skills of reading and writing for themselves, while others believe it is for parents to assist their children with education.

4.2.2 The FLP as an intervention approach

Table 3 presents views about whether or not the FLP is an intervention approach used by government to improve children’s education and encourage parental support in children’s education.

Table 3: The FLP as an intervention approach to improve children’s education and encourage parental support in the Kavango East region

L	<ul style="list-style-type: none"> • <i>Yes, it is an intervention approach because our children’s education has improved and they are enjoying their schoolwork. As parents, we also had to change our mindset in that we used to believe that education for our children is the responsibility of teachers. Now we realise that it is parents’ responsibility to be involved in our children’s education.</i> • <i>Yes, I agree. The programme brought changes in us as parents and also improved our children’s education because one of my children was not open, a shy person and could not read and write but from the moment I joined the FLP my child has improved.</i>
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	<ul style="list-style-type: none"> • <i>Yes, the programme is an intervention approach that brought changes in the education of our children. Before I started my child failed Grade 1 and I put the blame on the teachers without realizing that I am also contributing to the failure of my child's academic affairs, but now I also know the role I need to play in my children's education.</i> • <i>Yes, it is because of the FLP that my children's' education has improved. If I have to compare the academic performance of my children with when I was not attending the programme last year and now when I am attending, my children's academic performance has improved .</i> • <i>Yes, I agree, because it partly improves the academic performance of children whose parents are attending the FLP. But for those who do not attend there is no improvement because of a lack of support for the programme from schools and the community has a misperception of the difference between FLP and NLPN, but the challenges that the programme is facing is creating awareness and launching a campaign.</i>
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According to Table 3, parents agree that the FLP is an intervention approach. Some reasons advanced to support this assertion include that of changing the parents' mind-set, to gain confidence, promote access to education, to encourage parents to support their children's education and improve academic performance of learners whose parents attend the FLP. The respondents maintain that there is no improvement for parents who do not attend the FLP but are enrolled in the NLPN. The respondents express that FLP faces challenges relating to a lack of awareness. The overall result demonstrates that the FLP is a good intervention approach that encourages parents to help their children improve academic performance.

4.3. Reasons that prevent parents from participating in the FLP

The reasons that prevent parents from participating in FLP in the Kavango East Region of Namibia are presented in Table 4.

Table 4: The reasons why parents do not participate in the FLP in the Kavango East region.

L	<p><i>Lack of time to attend classes, because of fieldwork.</i></p> <p><i>Marital problems in that husbands do not allow their wives to attend FLP classes.</i></p> <p><i>Family literacy does not respond to some parents need, because they want to learn how to read and write.</i></p> <p><i>Ignorance and laziness and alcohol.</i></p> <p><i>Programme is offered in the wrong season when we are busy with fieldwork from January to April.</i></p> <p><i>Death in the family and community.</i></p> <p><i>Sickness is also one of the problems that keep parents away from attending classes.</i></p> <p><i>Some parents are single-headed household and have many responsibilities, like taking care of and providing for the family that can prevent them from attending class. A parent would rather choose to look for a job to cater for the family than coming to FLP classes.</i></p> <p><i>Some children are orphans and left under the care of grandparents who are very old and cannot attend the class.</i></p> <p><i>Illiterate or lack of knowledge and skills on how to read and write.</i></p> <p><i>Parents do not want to attend as they think that it is the teachers' duties to teach, because that is what they are paid for.</i></p> <p><i>Most parents who attend are female, because men believe that the FLP is for women.</i></p> <p><i>Poverty in the community and we have to work to make a living.</i></p>
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According to Table 4, the reasons that prevent parents from participating in the FLP include lack of time to attend classes, illness, marriage, laziness, single-headed families, death in the family, a wrong perception of the FLP, gender disparity, poverty and illiteracy. Respondents cite many other responsibilities, including the fact that the FLP is offered in the wrong season, when parents are busy with fieldwork from January to April.

Other reasons cited include cultural beliefs in which men do not want to attend because they believe that the FLP is for women only, while parents do not want to attend because they think that it is the teacher’s duty to teach, as that is what they are paid for. The responses show a variety of reasons preventing people from entering the FLP.

4.4 Motivation for joining and establishing the FLP

The motivation for joining or opening the FLP is presented in Table 5.

Table 5: Motivation for joining and establishing the FLP in the Kavango East region

L	<ul style="list-style-type: none"> • <i>I have a child in Grade 1 this year and the child is not able to read and write. Therefore, as a parent I am one of those who are called upon to attend the FLP in order to assist my child with academic affairs at home. So that when the child goes to school, she should be able to have some knowledge to participate in the class.</i> • <i>As illiterate parents, the need to attend the programme was to acquire the skills of reading, writing, and knowledge that will enable us to assist our children with their education.</i> • <i>When my child went to school for the first time to start Grade 1, she was not able to speak in the class and respond to teachers’ questions; because of that I decided to join the FLP.</i> • <i>First, I did not know, but I was curious to know what they learn from the FLP class. Later I realized that we have to be taught so that we can go home and teach our children.</i>
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F	<ul style="list-style-type: none"> • <i>At first parents thought that they were going to be taught how to read and write, but later they were told that they would be taught and go home to assist their children with schoolwork.</i> • <i>At first parents did not understand what family literacy is all about, they thought that they were going to be taught how to read and write.</i> • <i>Then I told them that the FLP is different, the FLP is the involvement of parents to learn in order to help their children, while NLPN is a programme provided to parents to learn how to read and write.</i> • <i>Because of that, I consulted the principal and invited parents to come to the meeting with the Grade 1 teacher and parents who also have children in Grade 1.</i>
T	<ul style="list-style-type: none"> • <i>At our school we do not have pre-primary or grade 0. Therefore, the programme was established in order for parents to be taught so that they can go home and assist their children with schoolwork.</i> • <i>Some learners are very shy and cannot participate or speak in the class.</i> • <i>Some learners are very slow in catching up with lessons and always become victims because of limited time, but if parents intervene in their education, then it will be easier for teachers, because they will meet them half-way.</i> • <i>Some children who come to our school for the first time do not know anything, not even their names or their parents' names. But it is expected that the Grade 1 teacher who has 40 to 55 learners in the class should assist each and every child, give individual attention and make sure that at the end of the term those learners should at least be able to know their name, identify vowels and consonants and participate actively. This makes teaching and learning difficult for the Grade 1 teacher who spends a short time with learners at school.</i>
P	<ul style="list-style-type: none"> • <i>At our school there is no pre-primary school or grade 0 and children come straight from home to start Grade 1 and teachers face problems every day, because the child comes with learning difficulties. When a teacher tries to ask such a child a particular question, the child starts to cry.</i> • <i>The purpose of opening family literacy is that at our school we do not have pre-school that could prepare learners for Grade 1. Children come from home straight to Grade 1 and those kids come with multiple problems and they do not know anything, so we opted for family literacy so that parents can assist the teachers, especially at home.</i> • <i>It was a need for the parents to help Grade 1 teachers, because it is their first year at school and they do not know anything, even how to write their names.</i>

E	<ul style="list-style-type: none"> • <i>It arises from the background in which we looked at the performances of learners in the constituency, which shows that children were not performing well in lower primary school, especially in Grade 1. Therefore, the Division of Adult Education decided to mobilize the community and create awareness about family literacy.</i> • <i>The purpose of establishing FLP is that parents are neglecting their children's education. Therefore, parents must be encouraged to attend class and support their children's education.</i> • <i>Some schools do not have pre-school and as a result it's affecting the performance and passing rate for children.</i> • <i>Absenteeism of children is very high at school because parents are not doing their part or helping teachers.</i> • <i>Some learners are in Grade 2 or 3 but cannot read and write because of the above-mentioned problem. Therefore, the FLP was seen as a need by my constituency to be implemented as an intervention approach in order to improve fundamental education for our children and encourage parents to support their children with their education and support the school.</i> • <i>We selected certain schools that could not perform and help them improve academic performance.</i>
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Table 5 shows the motivations for entering the FLP from various perspectives. From the learners' (L) point of view the motivation for the FLP is related to the need to acquire skills of reading and writing, to help their own children, to have the confidence to speak, and curiosity to know what they can learn in the FLP. For the facilitators (F) the motivation is about learning to read and write so that parents will be able to assist their children and to show the difference between NLPN and FLP. The teachers' (T) perspective rests on the need to have pre-primary school education, to build confidence so as to assist Grade 1 learners and to help slow learners catch up with the lessons. The principal's (P) motivation supports the need for pre-school and pre-primary school education. The educators (E) are about helping their children to do well in school, and helping teachers. It seems that there are similarities and differences among parents/learners, promoters, teachers, principals and education officers with regard to motivation for the FLP.

4.5 The reasons why parents enter the FLP in the Kavango East region of Namibia

The reasons for entering the FLP are reported in Table 6.

Table 6: The reasons for entering the FLP in the Kavango East region

L	<ul style="list-style-type: none"> • <i>I decided to attend family literacy class in order for me to help my child build her confidence and improve her academic performance.</i> • <i>My expectation was to find out what they teach and I find it enjoyable and interesting because of the topics they teach in the class.</i> • <i>My expectation from the FLP is to gain knowledge and assist her with reading, telling stories and singing and drawing.</i> • <i>My expectation is to know how to assist my children with schoolwork and to have the courage to go to school, check my children's schoolwork, and ensure her progress in her education.</i> • <i>I wanted to build my child's fundamental education so that she can improve her academic performance.</i> • <i>I wanted to learn the basic skills of reading and writing and help my children with schoolwork</i>
F	<ul style="list-style-type: none"> • <i>The expectation of parents when attending the FLP in numbers was that they were going to be taught about reading and writing. Later they discovered that they would be taught to go and help their children with homework, and then some dropped out. Others accepted and decided to attend the programme to assist their children. There were 20 parents who enrolled and now only 8 parents attend the class.</i> • <i>Parents are expected to know how to help their children with their homework, because we do not have a pre-primary school in our village. The FLP will help parents on how they can assist their children with fundamental education.</i>
T	<ul style="list-style-type: none"> • <i>To see learners' performance improve and gain interest to attend school and see parents' involvement in the FLP.</i> • <i>To improve academic performance of learners with the assistance of parents, especially learners with learning difficulties.</i> • <i>The FLP was established in 2016 at our school and parents expected to be taught and acquire knowledge on how to assist their children with homework. Some of our expectations were not met due to some challenges, such as understanding the programme and its benefits to parents.</i>
P	<ul style="list-style-type: none"> • <i>We expect the programme to assist parents to support their children with schoolwork and improve their academic performances.</i> • <i>My expectation is for parents to help their children at home, especially for small kids who need their attention at home. At school, that child may not be free to express him/herself, but at home with their parents; the kids can be free to learn, so that the parents can help the child to learn. With her parents,</i>

	<i>a child can learn and understand better than being in the class with a teacher.</i>
E	<ul style="list-style-type: none"> • <i>It was to improve performance among learners by involving parents in their children's education.</i> • <i>My expectation was for all parents in the FLP to be encouraged and able to support their children's academic affairs and understand the importance of education and the role they play in the education of their children.</i> • <i>It was seen as important to open FLP classes in some schools, with the expectation of improving Grade 1 learners' readiness for school and build their confidence.</i> • <i>Our expectation is to improve the passing result of Grade 1 at least by a certain percentage and we expect those schools with the FLP to perform better than those without FLP.</i>

Table 6 shows the reasons for entering the FLP in the Kavango East region from various perspectives. From the perspective of the learners (L) and that of facilitators (F), the reasons for entering the FLP is to gain knowledge and to assist their children with reading, telling stories, singing and drawing, to build children's confidence and improve academic performance. These respondents further mentioned reasons such as motivating parents to take the courage of going to school, check their children's schoolwork, ensure progress in children's education and for parents to acquire the basic skills of reading and writing. From the teachers' (T) perspective the reasons are to improve academic performance of children with the help of parents. The principal's (P) views on the subject rest on giving parents the ability to assist their children with homework and help them to improve confidence so that they can express themselves freely at home and at school with teachers. The educators (E) regard the reasons for FLP as involving parents in their children's' education, enabling them to support their children's academic affairs, to understand the importance of education and

improve passing results of Grade 1, at least with a certain percentage. It seems that there were similarities and differences among parents/learners, promoters, teachers, principals and education officers with regard to the reasons for entering the FLP.

4.6 The benefits of the FLP

The benefits of the FLP are reported in Table 7.

Table 7: The benefits of the FLP in the Kavango East region

L	<p><u><i>Benefits to parental literacy behaviour changes, attitudes, and cultural beliefs</i></u></p> <ul style="list-style-type: none"> • <i>Since I started attending the FLP, my attitude has changed toward the education of my children and it helps other parents with problems.</i> • <i>Some topics learned in the programme was a revelation to me, especially on child abuse, because it is helping us on how to discipline or help our children without hurting them.</i> • <i>In the past, I was not able to open up and speak, but my involvement in the programme helps us to participate and contribute to discussions and learn from other parents' experiences on how to assist their children.</i> • <i>The FLP has brought changes in us parents in terms of culture, in which some of us young parents did not know much about culture, but now we can sit together with our children and teach them about traditional stories and songs.</i> • <i>The FLP benefits us parents in terms of that we are now liberated and able to speak up and discuss issues.</i> • <i>In the past I was one of the parents who used to believe that it is the responsibility of a teacher to teach, because that is what they are paid to do, without knowing how my children are behaving or studying. My focus was on how to feed them, but now I have realized that it's important to see how my children are progressing with their academic performance.</i> • <i>In the past parents used to force their children to go and work in the fields and look after livestock, but now they realise that it is good to educate your child. Nowadays in our community if your fellow parents see you forcing your child to collect firewood for sale, or work as cattle herder in exchange for money, they will laugh at you.</i>
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	<p><u>Benefits to children’s literacy skills</u></p> <ul style="list-style-type: none"> • <i>Since I started attending family literacy I have noted improvement in my child’s academic performance because I am able to ask my child to read and write vowels, identify the alphabet, the combination of words and am able to read to them (e.g. ma, me, mi, mo, mu).</i> • <i>Before I joined the programme, my child was a quiet person who always used to cry in the class. After joining the programme, she is able to stand up in the class to speak, sing a song, tell a story, read and spell some words and has gained freedom.</i> <p><u>Benefit to School Success</u></p> <ul style="list-style-type: none"> • <i>The FLP benefits our family in that our children are passing and we will be able to live better lives in future.</i> • <i>In the previous week, all of us parents were called to go and check our children’s schoolwork and see how they are performing in different subjects. My child is in Grade 1 and was having a problem with hand writing and drawing. However, I have managed to assist her on how to write and draw properly.</i> <p><u>School and Community Support</u></p> <ul style="list-style-type: none"> • <i>As a parent, I now have gained confidence and can go to school to support the school with activities like cultural festivals.</i> • <i>We can support our children by being involved in their school activities, like building a school fence and cleaning the yard of our children’s school and attending parents’ meetings.</i>
F	<p><u>Benefits to parental literacy behaviour changes, attitudes, and cultural beliefs</u></p> <ul style="list-style-type: none"> • <i>Parents have become aware and realized the importance of their children’s education and their responsibility to help their children with homework and not to leave everything to teachers.</i> • <i>Some parents have gained confidence and are able to stand up during meetings to speak in front of the crowd and make suggestions.</i> • <i>The benefit for parents in the FLP class is that parents also know how their children are progressing in school.</i> • <i>Parents have realized the importance of education for their children.</i>

	<p><u>Benefits to children's literacy skills</u></p> <ul style="list-style-type: none"> • <i>Some parents are supporting their Grade 1 children and there is improvement in the academic affairs of those children whose parents attend, compared to those who do not attend.</i> <p><u>Benefits to School Success</u></p> <ul style="list-style-type: none"> • <i>Some parents have shown appreciation for how their children's academic performance improved after visiting the school and checked their children's schoolwork.</i> <p><u>School and Community Support</u></p> <ul style="list-style-type: none"> • <i>Parents are able to go and attend parents' meetings and support the school by preparing food for children.</i>
T	<p><u>Benefits to parental literacy behaviour changes, attitudes, and cultural beliefs</u></p> <ul style="list-style-type: none"> • <i>If I compare parents who attend FLP classes with those who do not attend, there is a big difference, because children of parents who are attending do better and are able to participate in the class, in comparison to those who do not attend.</i> <p><u>Benefits to children's literacy skills</u></p> <ul style="list-style-type: none"> • <i>Since parents started attending the FLP, I can see the improvement in academic performance of our learners who were having problems with learning difficulties and now they are able to participate in the class.</i> • <i>The FLP is helping learners and some learners start reading at the fundamental stage.</i> <p><u>Benefits to School Success</u></p> <ul style="list-style-type: none"> • <i>The FLP has made our work easier because learners catch up very easily with their work.</i> • <i>Because of the FLP, learners' performances have improved because everything that the teacher asks learners they can respond to very easily.</i> <p><u>School and Community Support</u></p>

	<ul style="list-style-type: none"> • <i>Because of the FLP, some parents have become aware of their responsibilities at school in that they come to support our school in different ways, like preparing food for the children, and making clothes for cultural festivals.</i>
P	<p><u>Benefits to parental literacy behaviour changes, attitudes, and cultural beliefs</u></p> <ul style="list-style-type: none"> • <i>Through discussion parents learn from other parents how to help their children.</i> • <i>Parents benefit in that some do not read and write, then by becoming involved in the FLP, most of them come to know vowels, the alphabet and numbers for the first time.</i> • <i>The FLP has brought understanding among parents to realise that education is not at school only but it starts at home. Now parents are able to see the progress in their children's academic affairs.</i> • <i>In the past parents' belief was to send their children to school, and whatever happened there was the responsibility of the teacher and the school. Now the FLP has addressed the parents' cultural belief that only the teachers can teach the children, because they are paid to do so. Now parents also ask the teachers how their children are progressing with their education. Teachers and parents are taking ownership by being involved in their children's academic affairs and working together.</i> <p><u>Benefits to children's literacy skills</u></p> <ul style="list-style-type: none"> • <i>The FLP helps parents teach their children about cultural songs and dance that helps their children to learn very easily and fast because they have already learnt it at home.</i> • <i>Children benefit in that they are now able to participate in the class and able to spell the words.</i> • <i>The FLP therefore contributes to the development of a child's growth, mentally, physically and socially, for example children who were shy are able to express themselves and participate in learning activities in the class or at home.</i> <p><u>Benefits to School Success</u></p> <ul style="list-style-type: none"> • <i>Learners' absenteeism has declined and learners have developed an interest in learning and their academic performance.</i> • <i>Because of parental support from Family literacy, learners' performance has improved and absenteeism has declined and they have developed an interest in learning and their academic performance has improved.</i>

	<p><u>School and Community Support</u></p> <ul style="list-style-type: none"> • <i>The school is diversity and we have different cultural beliefs and norms as well as backgrounds. When children come to school, we expect them to forget about their differences and adopt the cultural norms of the school and interact together as a social unit. Parents here support the school, in which we request them to assist with cultural festivals with their experience and teach the learners.</i> • <i>The FLP has helped parents in the community to realise the importance of their children’s education and decide to join hands to support the school with cultural festivals and parents’ meetings and prepare food for the children.</i> • <i>Our school gets support from the community, especially when teachers encounter the problem of disciplining learners; they call parents to come and listen.</i>
E	<p><u>Benefits to parental literacy behaviour changes, attitudes, and cultural beliefs</u></p> <ul style="list-style-type: none"> • <i>Since parents started attending their attitude has changed and they are able to understand their role in their children’s education and know the value of education in the life of their children.</i> • <i>Parents are able to think critically as they are being taught in the class and apply the knowledge and skills in real-life situations at home with their children.</i> • <i>The FLP encourages parents to know how their children are progressing at school.</i> • <i>The FLP liberates parents to speak up concerning issues of their children’s education and helps parents to think critically as they have been taught in the classroom and apply it in real-life situations.</i> <p><u>Benefits to children’s literacy skills</u></p> <ul style="list-style-type: none"> • <i>Children perform better in school and are able to sing songs in the class.</i> • <i>It builds relationships between parents and learners, in which children will open up to talk to their parents and teachers at school.</i> <p><u>Benefits to School Success</u></p> <ul style="list-style-type: none"> • <i>The FLP improves attendance of learners.</i> • <i>The academic performance and pass rate will improve in school.</i>

School and Community Support

- *Community parents are able to render support for their children's school wherever they can and are able to become involved in school activities like cultural festivals and teaching children how to perform.*
- *It encourages parents to support and become involved in their children's school activities.*
- *Some parents now are assisting teachers by developing teaching aids for children.*

Table 7 indicates the benefits of the FLP in the Kavango East region of Namibia from various perspectives. The learners' (L) perspectives on the FLP's benefits are: changes in parental literacy behaviour attitudes and cultural beliefs regarding the education of their children, revelation on issues concerning child abuse, and gaining of confidence among parents. In terms of culture, parents benefit by learning about new cultures and changes in terms of cultural beliefs. Parents also report being liberated and able to speak up and discuss issues, visit school and see how their children are progressing. Learners (L) also view FLP benefits to children as improvement of academic performance, the ability to read and write vowels, identify the alphabet, combinations of words, e.g. *ma, me, mi, mo, mu* and being able stand up in the class to speak, sing a song, tell a story, and read and spell. The benefit of the FLP with regard to school success is viewed, along with the other respondents, as the improvement of children's passing rate. Learners (L) furthermore view the benefits of the FLP for the school and community as confidence gained by parents who are able to support the school with activities such as cultural festivals, building a school fence, cleaning the school yard and attending meetings. Facilitators (F) view the FLP's benefits as behaviour changes, attitudes and culture beliefs, as parents gain awareness and confidence and realize the importance of assisting their children with homework.

The facilitators report an improvement in the academic affairs of children whose parents attend the FLP, compared to those who do not attend. Facilitators further state that parents in the FLP are able to attend parents' meetings and support the school by preparing food for children.

Teachers (T) view the benefits of the FLP by comparing parents who attend with those who do not attend and note there is a big difference in FLP parents' children who attend compared to those who do not attend. They further view benefits as the improvement in the academic performance of learners with learning difficulties, their work being easier, learners being able to catch up very easily with their work, parents being able to take responsibility to support the school in different ways, such as preparing food for children and designing clothes for cultural festivals.

Principals (P) furthermore view the benefits of the FLP as that it created understanding among parents to realize that education is not the duty of the school only but that it starts at home. They also state that the FLP has addressed parents' cultural beliefs that only teachers can teach, because they are paid to do so. Principals also perceive the FLP as contributing to the development of a child's growth, mentally, physically and socially, especially children who are shy and who are now able to express themselves and participate in learning activities in the class and at home. They also state that because of support from parents in the FLP, learners' performance has improved, absenteeism has declined and learners have developed an interest in learning. The schools are also getting support from the community, especially when teachers account problems in disciplining a child.

Educators (E) view the benefits of the FLP as that of behaviour changes in that parents now know the value of education in their children’s lives as they develop the skill of thinking critical and applying the knowledge and skills being taught in class in real- life situations at home. They further state that the FLP helps parents to build relationships with their children to open up and communicate to each other. Educators further consider FLP benefits to be improvement of attendance among learners, and a better pass rate. Parents are encouraged to support and get involved in their children’s school activities and to assist teachers with learning aids by developing teaching aids for children.

4.7 Reasons that force parents to drop out of the FLP

The reasons that force parents to drop out of the FLP in the Kavango East region of Namibia are shown in Table 8.

Table 8: The reasons why parents drop out of the FLP in the Kavango East region

L	<ul style="list-style-type: none"> • <i>Lack of time to attend classes because of fieldwork.</i> • <i>Marital problems in that husbands do not allow their wives to attend FLP classes.</i> • <i>The programme is offered in the wrong season when we are busy with fieldwork from January to April.</i> • <i>Alcoholism.</i> • <i>Death in the family and community.</i> • <i>Some children are orphans and left under the care of grandparents who are very old and cannot attend the class.</i> • <i>Illiteracy or lack of knowledge and skills on how to read and write.</i> • <i>Parents do not want to attend because they think that it is the teachers’ duty to teach, because that is what they are paid for.</i> • <i>Most people who attend are female, because men believe that the FLP is for women.</i> • <i>Poverty in the community and we have to work to make a living.</i>
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F	<ul style="list-style-type: none"> • <i>Responsibilities of field work and piecework contribute to poor attendance of parents in the FLP class.</i> • <i>Some parents cannot read and write, that prevents them from attending classes, because they think that others will laugh at them.</i> • <i>The education officer fails to visit FLP classes regularly and encourage parents.</i> • <i>The duration of the programme is short and does not solve the problem for schoolchildren and it is offered in the wrong season. As a promoter, I was thinking that, if the programme could start from January to November it could be better, because in my class I have 32 Grade 1 learners and parents who enrolled were 27, but out of 27, only 10 or 9 parents are attending and now it is almost at the end of the programme. Now parents are done with cultivation and want to learn, they even ask me that they want to continue until November.</i> • <i>Responsibilities and fieldwork have affected the parents' attendance because most parents in this community are unemployed and farmers. Then in the morning they have to go do field work and come back in the afternoon or around 13:00 and reaching home, they have to prepare lunch for the kids and they are tired and end up not coming to class.</i> • <i>Some parents are ignorant, backward and primitive.</i> • <i>Cultural beliefs in that the men believe that the FLP is for women not for men.</i> • <i>The person who runs the school is not accommodating. Meaning there is no support from the school or teacher to encourage parents.</i> • <i>Lack of awareness and mobilization of the community is one of the problems that contribute to poor attendance.</i> • <i>Pressure in the families in some households in that some men do not want their wives to attend and prefer the wife to stay at home and prepare food for them.</i> • <i>Cultural belief where some women do not want to be disobedient to their husbands in that husbands tell their wives not to go and attend classes.</i>
T	<ul style="list-style-type: none"> • <i>Some parents have no idea about the programme itself, when they started they thought that they would be taught how to read and write.</i> • <i>Some parents say that they do not have time to come and sit in the classroom because they have to sell their things to earn a living.</i> • <i>Some said they have a lot of responsibility at home and look after children and have no time to come and attend the FLP classes.</i> • <i>Lack of teamwork between schools and ministry.</i> • <i>Some parents move from one village to another.</i> • <i>The majority of parents attending are female because males believe that women should attend, because they are the ones taking care of the children.</i> • <i>Poverty, and the majority of people at this village are unemployed and not working and they spend most of their time farming or performing fieldwork instead of attending classes for FLP.</i>

	<ul style="list-style-type: none"> • <i>Parents' meeting time is in the afternoon and that is the time parents also leave the house and go to coca shops to drink.</i> • <i>Some parents are not working and struggling to put bread on the table. Therefore, instead of coming to attend the class they opt for part-time or seasonal jobs so that they can support their families.</i> • <i>Duration of the programme is very short.</i>
P	<ul style="list-style-type: none"> • <i>Parents do not value the education of their children and allow them to marry early and fall pregnant, because they believe that nothing will come out of the programme, and people with such beliefs cannot be expected to come and attend because they do not see the need for attending such a programme.</i> • <i>Here in Kavango during this season from January to April most parents are busy with fieldwork and cannot attend because they depend on farming.</i> • <i>The majority of parents are not working in our surrounding community, and they rely more on farming, especially this season from January to April.</i> • <i>Alcohol is one of the challenges; when parents come from fieldwork they have to go for refreshment and forget to come and attend the class.</i> • <i>Lack of awareness on FLP policies and programme because when the education officers come they just go straight to the family literacy class and go back and as a school we were not aware that we have to work together to support their activities.</i> • <i>As a school principal, to say that I know is not enough because, if a person says you know about the programme, you should be able to understand it, explain it, and apply it. However, if we are failing in those three aspects then one cannot say I know.</i> • <i>Only female parents are coming to attend and now it is difficult to know whether they are single parents or maybe the fathers are there, but fathers do not partake in this programme, and we only see females.</i> • <i>Problems like the way the school or institution are run or managed are also barriers and this depends on the person who is running the school or institution. If the person running a school is not accommodating, other people will regard it as just for teachers. However, it is important for principals or the ministry to be accommodating and consider the programme as ours or for the community, and then people will feel welcomed.</i> • <i>Some promoters do not come to the class well prepared and expect parents to come and be taught on things that are not interesting or not well explained and this can also have effect on parents' attendance.</i> • <i>The FLP and NLPN are offered at the same time and some parents prefer to attend NLPN to learn how to read and write, but they are expected to attend the FLP. Therefore, some parents opt to attend NLPN to learn how to read and write, rather than the FLP to help their children. As a result it leads to poor attendance.</i> • <i>Poor working relationship between education officer, promoter and teachers.</i> • <i>Meeting time and duration of the programme also affect the attendance.</i>

	<ul style="list-style-type: none"> • <i>In the Kavango East region the seasons start from January to April and most parents are still busy with fieldwork, this can have a negative effect on their attendance.</i> • <i>Promoters lack teaching skills, therefore should be given training or in-service training regularly or every year to improve their teaching experiences.</i> • <i>Delay in promoters' salary payment is one of the challenges in which the promoter ends up teaching for the whole semester without pay. This affects the promoters' performance and parents' attendance.</i>
E	<ul style="list-style-type: none"> • <i>The problem is there are more women in the family literacy class and men do not turn up because they do not want to expose their weakness.</i> • <i>The people in the community do not value the FLP.</i> • <i>Lack of regular visits from the top management to grass roots. Sometimes our parents want to see other management or leaders to visit them apart from the education officer. Some parents in the interior never see the minister or people from top management who run the programme, they need to see them and feel encouraged.</i> • <i>Promoter's laziness in preparation of lesson and absenteeism can also affect the attendance of parents.</i> • <i>Duration from January to April is the wrong season as people are busy with fieldwork.</i> • <i>Due to lack of funds for transportation, awareness is not well sensitized and people are not mobilized on certain programmes, e.g. the campaign for family literacy is not well conducted due to lack of transport in the ministry.</i> • <i>There are norms in our culture in which people believe that men and women are not equal as such, and when they are in the class they feel inferior to the other person, especially men, because men want to maintain their status of being head of the house and they choose not to attend the class with women.</i>

Table 8 advances the reasons that force parents to drop out of the FLP from various perspectives. From learners' perspectives (L), the reasons cited relate to lack of time, alcohol abuse, marriage commitments, death and illiteracy, orphans, wrong beliefs about the FLP as well as wrong timing. The facilitators (F) mention reasons such as lack of awareness, parental responsibilities, shyness, ignorance, duration of the FLP, pressure from families, gender biases, cultural beliefs and lack of regular visits and encouragement from

educators. The teachers (T) state the reasons for dropping out as being lack of teamwork between school and ministry, poverty, unemployment, business obligations, the belief that FLP is for women, alcohol, and the short duration of the programme. The reasons presented by the principal (P) include the point of not valuing education, pregnancy, farming responsibilities, alcohol, single parenthood, lack of awareness on FLP policies and programmes, lack of motivation among parents, topics that are not well explained by unskilled facilitators and delays in paying the promoters' salary, which leads to absenteeism and cancellation of classes without notice. The educator (E) advances reasons such as lack of motivation from top management, laziness of facilitators on lesson preparation, wrong season, lack of funds and transport to sensitize individuals to the FLP programme, that lead to the high drop-out and poor attendance. In general, these results in Table 8 show that there were similarities and differences between the learners, facilitators', teachers', principals' and educators' views on the reasons for parents dropping out of the FLP.

4.8 Measures that could be taken to improve parents' participation in the FLP in the Kavango East Region

Table 9: How participation in the FLP could be improved in the Kavango East region.

L	<ul style="list-style-type: none"> • <i>My comment is that parents and teachers should come together to assist each other, and if parents leave everything to the teacher sometimes it cannot be successful.</i> • <i>My comment is that the teacher and parents should work together. When the teacher is teaching, parents should go to school and find out how their children are doing.</i> • <i>Create awareness in parents about the importance and benefit of participating in the Family literacy programme.</i> • <i>Encourage Grade 1 parents in nearby school to attend FLP classes.</i> • <i>The FLP programme should run from January to November.</i> • <i>The programme should include basic skills of reading and writing to accommodate parents who feel uncomfortable sitting in the class, because of their inability to read and write.</i> • <i>The FLP should accommodate the content for all lower grades and teach parents of all learners in lower grades who are facing problems with learning.</i>
F	<ul style="list-style-type: none"> • <i>We need the ministry, school and promoter to work together to strengthen the relationship with stakeholders.</i> • <i>The duration is short and there are chapters that learners in Grade 1 cover after parents are gone and they will experience problems. It is better for the programme to extend until November.</i> • <i>Transport should be provided to education officers to monitor and mobilize parents regularly.</i> • <i>Add more activities in the FLP curriculum to reflect the Grade 1 curriculum.</i>
T	<ul style="list-style-type: none"> • <i>The principal, Grade 1 teacher and promoter should put more effort into assisting with the implementation of the programme.</i> • <i>Duration of the FLP is too short and it would be better if the ministry could extend the programme from January until November.</i> • <i>The curriculum for the FLP and Grade 1 should be the same, meaning whatever FLP parents are thought in the class should be the similar to what their children are learning in the class.</i> • <i>The curriculum is okay, but there should be a joint hand, starting from the education officer, school principal, Grade 1 teacher and promoter to</i>

	<p><i>improve the parents' attendance.</i></p> <ul style="list-style-type: none"> • <i>Improve the working relationship between teachers, parents and promoters.</i> • <i>We need the involvement of the education officer during parents' meetings to sensitize parents about the programme.</i>
P	<ul style="list-style-type: none"> • <i>Extension of duration of FLP from January to November.</i> • <i>Teachers and promoters should join hands to make changes to the FLP to be successful.</i> • <i>Teachers should identify learners with learning needs/difficulties and invite their parents to attend the programme, not all parents for Grade 1 children, because some do not need it.</i> • <i>The promoter should be at school all the time and become part of the school staff members.</i> • <i>A campaign needs to be done through radio, community and parents' meetings. We know it is running on the radio, but parents' meetings can be a good platform to improve the programme.</i> • <i>Improvements in delay of payment of promoters' salary, because it also affects the implementation of the programme.</i> • <i>Promoters should be given training or in-service training regularly or every year.</i>
E	<ul style="list-style-type: none"> • <i>The curriculum should reflect the Grade 1 curriculum and not generalize to help parents who cannot read and write assist their children easily.</i> • <i>Teamwork is needed, starting from the education officer and principals, Grade 1 teachers to promoters to implement the programme successfully.</i> • <i>The programme should be evaluated and improved.</i> • <i>Strengthen relationship with stakeholders.</i> • <i>The programme should not focus on Grade 1 learners only but should accommodate others at lower primary education and learners with learning difficulties.</i> • <i>Funds and transport are needed to conduct mobilization and create awareness to address the community.</i> • <i>The principal and teacher should make it compulsory by identifying the needs of learners with learning difficulties and allow their parents to attend the FLP.</i> • <i>The education officer should consult the school principal and community and explain the importance and benefit of the FLP and then agree on what to do.</i> • <i>Advise the education officer to call the principals for them to come together and inform them about the programme.</i>

Table 9 advances various measures that could be applied to improve parents' participation in the FLP in the Kavango East region. From the learners' perspectives (L), the measures include the need for awareness campaigns to be conducted through the medium of radio. The communities and parents' meetings need to be conducted regularly to inform the public about the importance and benefits of the FLP. There is also a need to extend the duration of the FLP from January to November. The FLP should accommodate the contents for basic skills of reading and writing for parents who feel uncomfortable sitting in the class, because of their inability to read and write. The facilitators (F) suggest measures such as the family literacy curriculum to be reviewed to reflect the Grade 1 curriculum and that the lower primary grades be modified to accommodate learners with learning disabilities. These respondents suggest that the Ministry of Education and the schools need to strengthen relationship with stakeholders. They also suggest that funds and transport be made available to educators so that they will be able to visit FLP centres to monitor and mobilize the FLP participants. The teacher (T) recommends that the promoters' training should be of good quality and knowledge for quality delivery. The principal (P) suggests the following: the teachers and promoters should join hands and bring changes to the FLP. Teachers need to identify learners with learning needs and difficulties and invite their parents to attend the FLP information campaigns. The FLP promoters should be at school all the time and must become part of the school staff. The delay in paying of promoters' salary must be rectified because it also affects the implementation of the programme. The educator (E) suggests that the FLP needs to re-evaluated and improved. He also suggests that the relationship with stakeholders and educators be strengthened and that regular consultation with the principal be

conducted to explain the importance and benefits of the FLP. These results show similarities and differences among learners, facilitators, teachers, principals and educators with regard to suggestions to improve the parents' participation in the FLP.

4.8. Summary

This chapter presented results of the study relating to parents' participation in the FLP in the Kavango East region. The first section provides information on parents' understanding of the concept Family Literacy and FLP as an intervention approach. It seems that there is some confusion between the National Literacy Programme in Namibia that offers basic skills and the FLP for parents to assist their children with education. Moreover, parents believe the FLP is an intervention approach, because it encourages parents to support their children's education and improve academic performance of learners whose parents are attending the FLP. Moreover, this chapter has presented the reasons that prevent parents from participating in the FLP. Some of the reasons that were cited in this regard are lack of time to attend classes, illness, marriage, laziness, single-headed families, wrong perception about FLP, gender disparity, poverty and illiteracy. The chapter further presents motivations for entering the FLP. Some reasons cited were to gain knowledge and assist their children with reading, telling stories, singing, building children's confidence and improving their academic performance. The benefits of the FLP cited were changes in behaviour, attitude and cultural beliefs, literacy skill development, improvement in learners' performance and pass rate in school, reduced absenteeism and improved interest in learning among learners, and community support. The final section of this chapter covers the reasons that force parents to drop out of the FLP. The reasons cited were alcohol abuse, lack of awareness of the policies and programme of the FLP, pressure from families, lack of team work between schools and ministry, unemployment, not valuing education, topics not being well explained by unskilled facilitators and delay in the payment of promoters' salary that leads to absenteeism and cancellation of classes without notice. This was followed by suggestions that could be put in place to improve parents' participation in the FLP in the Kavango East region.

The main finding of this section is that the lack of policies and programme awareness and school support from teachers and the principal are some of the reasons for poor participation of parents in the FLP. The next chapter discusses the results.

CHAPTER 5: THE DISCUSSION OF RESULTS

5.1 Introduction

In the preceding chapter, the researcher presented and discussed the results generated through the interviews. This chapter discusses the results by reflecting on main research questions and sub-research questions (see Chapter 1, section 1.4) and in relation to the relevant literature. The chapter first discusses the parents' understanding of the FLP in the Kavango East region of Namibia. Next is what prevents parents from participating in the FLP, followed by the parents' reasons for entering the FLP. The next section discusses reasons why parents drop out of the FLP, after which measures are described that could be put in place to improve participation in the FLP in the Kavango East Region of Namibia. Finally, this chapter reaches a conclusion regarding the tendencies or prevalence of parent participation in the FLP. The researcher chose to place the response at the end of this chapter as it is informed by the main questions.

5.2 The parents' understanding of the FLP

The results of the study reveal a confusion regarding the parents' understanding of the FLP in the Kavango East region of Namibia (See Chapter 4, Table 2). This can be averred because the parents had different understandings of the concept FLP. Some parents/learners maintained that FLP was an educational programme that enabled parents to gain knowledge so that they would be able to guide their children's education. Other parents acknowledged the existence of the FLP but were not aware what they can learn in the programme. These parents assumed that the FLP offers the skills of reading and writing but when they realized that it does not provide these skills, they felt discouraged to attend the family literacy classes. These findings imply a lack of

awareness about the FLP among parents. It also implies that parents need to evolve an understanding of what the programme is about before they are motivated to join it.

These findings are supported by Wlodkowskis (1999) and Long (1998), who argue that adult learners who participate in programme activities seek education out of a sense of need and are ready to learn things that they need to know and apply in real-life situations or to solve their problems. Moreover, De Beer and Swanepoel (2011) argue that a programme/project that addresses needs but is not understood by the people is a dead project because the adult learners might have little or no interest in attending classes.

5.2.1 The FLP as Intervention Approach to Encourage Parental Support and Improve Children's Education

The participants agreed that family literacy is an intervention approach for the following reasons: The FLP encourages parents to support their children's education, to gain confidence, change their mind-set and improve the academic performance of learners whose parents are attending (see Chapter 4, Table 3). This finding implies that parents who attended the programme trusted that the FLP could encourage them to gain knowledge, change their attitude towards the programme, and give them the opportunity to support their children's education and improve their academic performance. Though this may be the case, there were some participants who believed that the FLP was an intervention approach for personal reasons.

This finding resonates with Auerbach (1995) and Paratore and Turpie (1995) who explain that the FLP is a set of interventions designed to target parents so that they can help their children to

overcome problems that they experience at school. The authors further argue that parents who take part in classroom activities such as reading and helping learners with homework are guided with lessons. This confirms that the FLP is an intervention approach that encourages parents to help their children to improve academic performance and in which parents are guided with lessons on how to assist their children in Grade 1.

5.3 Factors that prevent parents in the Kavango East region of Namibia from participating in the FLP

Participants in this study listed a number of reasons that prevent parents in the Kavango East region of Namibia from participating in the FLP (see Chapter 4, Table, 4). These reasons can be categorized into situational and socio-economic obstacles. The situational obstacles include lack of time to attend classes, illness, laziness, marriages, single-headed families, death in the families, wrong perceptions of the FLP, wrong timing of FLP classes because classes take place when parents are busy with field work. Other situational obstacles mentioned include gender disparity and illiteracy. Moreover, it seems parents believe that it is the teachers' duty to teach because that is what they are paid to do (see Table 4). The socio-economic obstacles include poverty, due to parents having to look for food for their households during class time.

The findings of this study are supported by Fasokun, Katahoire and Oduaran, (2005) who state that adult learners are confronted by family problems, commitments and social problems on a regular basis and it is extremely difficult for them to settle down comfortably in order to learn, because their attention is divided and concentration levels may drop. Studies by Darkenwald and Merriam (1982), Cross (1981), Rogers (2005) and Oduaran (2005) also reveal common personal,

situational and socio-economic challenges such as hunger, poor health, insecurity, tiredness and anxiety about learning and worries about family and commitments as obstacles to adult learning in African communities.

5.4 The parents' reasons for entering the FLP in the Kavango East region of Namibia

The findings pertaining to parents' reasons for entering the FLP in the Kavango East region of Namibia (See Chapter 4, Tables 5 & 6) are discussed below.

5.4.1. The need for pre-primary and primary schools

The parents and other respondents are aware that pre-school facilities are limited in their communities. There is also the aspect of a low educational level that impacts negatively on the Grade one children's lives and performance in school. Therefore, parents enter the FLP because they realize the important of involvement in their children's education. This is in line with the Ministry of Basic Education, Sport and Culture (1993) that reveal that parents are children's first teacher and principal educators and that parents reading to their children when they are in pre-school is important for literacy achievement, as it enhances the child's language. This agrees with the world conference on education for all that took place in Thailand, (UNESCO, 1990), that stressed the critical role primary school plays in the process of learning, this being the main ordinary system for basic education of children outside the family. Children who complete this successfully possess essential life skills and the capacity to benefit from further education.

5.4.2 To understand the importance of education

The parents decided to enter the programme because they realized the significance of improving their educational level and the role they play in the education of their children. The respondents

claimed that they realized the need for knowledge and skills to assist their children and to have the courage to go to their children's school, to check their children's schoolwork and ensure progress in their children's education; they therefore entered the FLP. The MBESC (1993) indicates that educating adults reinforces children's education, and ensures that parents see to it that their children attend school. The author further maintains that educated parents can help their children with their lessons and encourage them to continue their learning after school hours.

5.4.3 Improve academic performance of learners and reduce absenteeism

The parents entered the FLP in order to assist with and improve the academic performance of their children. The finding is in line with the objectives of the Directorate of Adult Education and Lifelong Learning in Namibia, which stress the importance of the parents and caregivers as the children's first educators and support them in assuming this role (MBESC, 1993). The studies by Padak and Rasinsk (2000) and Michael et al. (2012) show that if children feel cared for and are encouraged to work hard they are more likely to do their best academically and remain in school. This finding is further supported by Gonzalez-DeHass and Willem (2003), who link parents' participation in the FLP with children who have more positive attitudes toward school, better homework habits, high attendance, low drop-out rates and improved behaviour. In this regard, it can be concluded that parental participation in their children's literacy has a positive effect on children.

5.4.4 Hope of acquiring the basic skills of reading and writing

The acquisition of the basic skills of reading and writing and thereby gaining confidence was also one of the motivation factors for respondents to inter the FLP. According to Jay and Rohl (2005, p. 59), family literacy can be defined as the literacy events in which children are immersed outside the classroom. These events may include a range of reading, writing, speaking, listening, computer and viewing activities, with a range of people of different ages, either related or unrelated to the literacy learner, and will be shaped by the cultural environment in which the learner is located. The International Reading Association (in Morrow, 1995, pp. 7-8; Wasik & Hermann, 2004, p. 7) takes a similar stance in defining family literacy as follows: “Family literacy encompasses the ways parents, children and extended family members use literacy at home and in their community. Sometimes, family literacy occurs naturally during the routines of daily living and helps adults and children ‘get things done’”. This study shows that family literacy focuses on families and their grade one children but not on adults to acquire basic skills.

5.5. Reasons that force parents to drop out of the FLP in the Kavango East region of Namibia

The findings pertaining to reasons that force parents to drop out of the FLP in the Kavango East region of Namibia are discussed below (See Chapter 4, Table 8).

5.5.1 Programme offered at the wrong time

The study revealed that the FLP is offered at the wrong time, namely when the parents are busy with fieldwork from January to April. This situation is caused by poverty in the community

because parents are compelled to work hard in their fields to make a living. These findings are supported by Lind (1996) who identified common reasons that affect participation as reflected in living conditions or attitudes, cultivation, farming and harvesting periods, where parents and teachers must contend with demands on their time. The author further claims that lack of time due to heavy duties, in which more parents work outside the home, make it impossible to attend classes or the programme schedule during the day. Therefore, these study findings agree with Lind (1996) who assumes that their busy schedule during the day and the situation at hand contribute to parents' poor attendance and dropping out.

5.5.2 Lack of awareness on FLP policies and programme and irregular visits

The lack of awareness on FLP policies, programmes, and irregular visits were cited. Fasokun, Katahoire and Oduaran (2005) indicate that a lack of motivation and awareness about the importance and benefits of the FLP to the public are obstacles that cause parents to drop out. This confirms the findings of this study that most parents drop out of the FLP due to a lack of awareness and pedagogies used by facilitators to deliver the lesson. Further support of these findings can be found in the studies by Cross (1982) and Oduaran (2005). These authors also assert that a lack of awareness and institutional barriers hamper participation in the FLP.

5.5.3 Pedagogical approaches used by facilitators on delivering lesson preparation and presentation

The findings of this study indicate that pedagogical approaches by facilitators are considered a cause of poor attendance and drop-out. This implies that topics not well explained may lead to absenteeism and eventual drop-out from the FLP. Indabawa, (2000) attributes this scenario to the qualifications requirements to be appointed as facilitators. The author asserts that unqualified facilitators and poor lesson delivery affect learners' attendance and lead to drop-out. This is usually the case because these unqualified facilitators do not always apply the recommended methods.

5.5.4 Lack of funds and transport

Lack of funds and transport necessary so as to visit the parents to sensitize them about FLP is also another problem that leads to high drop-out and poor attendance. In that regard Indabawa, (2000) notes that the portion allocated for adult literacy is ridiculous despite the large portion of the state budget allocated to education. The author further asserts that as the portion allocated to other entities of the education sectors has decreased significantly, the budget for adult literacy has become almost non-existent. One alternative to counter the dwindling financial allocation to adult literacy is to seek contributions from the learners and the public. However, such an alternative could only reduce participation in the activities. This shows that poor budget allocation, unavailability of transport to visit potential participants and to execute activities, and lack of policies pertaining to the public lead to poor attendance and dropping out of the FLP.

5.5.5 Laziness and ignorance among participants

Laziness and ignorance among participants are other reasons for irregular attendance and drop-out. This implies that some of the parents are not aware of the programme's worthiness and people attending the programme are not serious. A previous study by Lind (1996) agrees with this notion. The author indicates that laziness and ignorance among people who are neither working nor attending literacy is another factor contributing to poor attendance.

5.5.6 Pressure from families

The pressure from families is one of the contributing factors to the high drop-out. This implies that parents have other responsibilities such as taking care of children. This applies mostly to single parents, grandparents and wives from certain cultures where the husbands do not allow their wives to attend the FLP. These husbands prefer their wives to be home and attend to domestic duties. In this regard, Lind (1996) mentions a number of barriers. These include pressure from families as indicated in the preceding text, stress with jobs, childcare and household duties, finances and other demands. When participants find themselves in these situations, it becomes difficult to attend regularly and this situation may lead to drop-out.

5.5.7 Parents do not value education for their children

Some participants reported that the FLP has no value and importance. It seems that some parents do not value the education of their children and allow them to marry early and fall pregnant, because they believe that nothing will come out of the programme. People with such beliefs

cannot be expected to attend the FLP because they do not see the need to do so. Lind (1996) seems to be indirectly in agreement with this notion. The author mentions that some families might have negative attitudes or feelings towards the programme, the facilitators or the teachers, as they do not feel welcome to attend educational programmes in school when staff's interactions and attitudes convey an environment that is not inclusive.

5.5.8 Salary delays and poor training for promoters

The delays in payment of salaries and lack of training for promoters are among the major reasons that contribute to high drop-out in the Kavango East region. The salary delays leads to poor effectiveness of the programme delivery and poor performance that lead to participants dropping out. Kasokonya and Kutondokua, (2005) validate these findings when they state that family literacy promoters are often paid late due to technical problems in the salary system, or late submissions of appointments. This can be frustrating for both the promoters and supervisors and may result in promoters seeking alternative employment.

The lack of training for promoters is also a reason. It seems that promoters are not adequately trained in that some of them do not come to class well prepared. This is an institutional barrier arising from the way institutions implements the FLP (Cross, 1982). Cross (1982) believes that institutional barriers arise from realities and perceptions in relation to local images, access policies, learning options, pedagogical practices, learning outcomes and progression opportunities of learning activities, which help improve learners' lives.

5.5.9 Poor working relationship between ministry and school

A poor working relationship between the personnel in the ministry and those in school is another reason cited as a cause for drop-out. It was found that a poor relationship existed between education officers and promoters as well as teachers. Moreover, the relationship between school management and education staff was not sufficient, especially with regard to awareness; consultation and identification of needs (see Table 8). Kasokonya and Kutondokua (2005) argue that some schools do not seem to show support for the promoters and parents and as a result it affects the operation of the programme. Monitoring visits have also on occasion been hampered by the unavailability of government transport that leads to poor attendance and drop-out.

5.6 The measures that could be put in place to improve participation in the FLP in the Kavango East region

Participants in this study listed measures that could be put in place to improve participation in the FLP in the Kavango East region (see Chapter 4, Table 9). These measures are discussed below.

5.6.1 Create an awareness campaign for FLP policies and programmes

The participants suggested that the programme needs to launch an awareness campaign for FLP policies and programmes. Such a campaign drive needs to be regularly conducted through radio, community and parents' meetings to enhance and ensure participation in the FLP. This is in line with Chlebowska (1992), who suggests that awareness can be created by focusing on the question of how the FLP can change lives and improve the academic performance and living conditions of participants from the general public as well as decision-makers. The author also

mentions that methods of awareness creation must use briefing, personal contacts, meetings, the mass media or traditional media (role-play, dance, drama, singing).

5.6.2 Salary delays and poor training for promoters

There is a need for the FLP promoters to be trained on a regular basis on how to deliver lessons and interact with participants as this might attract participants to the FLP programme. In this regard, Fasokun et al. (2005) maintain that the use of incompetent facilitators could affect the parents' participation in the adult learning programmes.

5.6.3 Review of curriculum

There is a need for the Grade 1 and lower primary programme curriculum to be reviewed, as well as the content of basic reading and writing skills for parents who feel uncomfortable sitting in the class because of their inability to read and write. Chlebowska, (1992) states the importance of specifying the needs and the interest of the target group during curriculum development. The author maintains that once the specific needs and interests of the target group have been identified, it becomes easier to decide what exactly needs to be taught. This seems to suggest that including and prioritising the needs of the target group in the curriculum could motivate them to participate in the FLP.

5.6.4 Directorate of Adult Education and schools to strengthen relationship with other stakeholders

There is a need to strengthen the relationship between the Directorate of Adult Education and schools with other stakeholders. Fasokun et al. (2005) argue that the FLP does not escape the criticism label directed against many literacies in Africa, namely that of poor management, monitoring and supervision.

5.6.5 Funds and transport be availed to educators to execute the programme activities

There is a need to avail funds and transport to educators so that they can be able to execute the programme activities. The participants argue that adult education programmes face financial constraints and transport to execute their activities, including mobilization for the community. Therefore, there is a need for budget allocation to adult education so that they can carry out their activities successfully.

5.6.6 The need to evaluate the FLP and extend the programme

There is need to evaluate the FLP by extending the programme from January to November. This is suggested because Grade 1 classes do not end in April but continues until November. This finding is in accordance with what Bhola (2000) recommends, namely that adult educators must build self-evaluation into all of their programmes and projects to ensure the progress of the FLP and decide whether the programme must be terminated, changed or improved.

5.7 The tendencies or prevalence of parent participation in the FLP in the Kavango East region of Namibia

The main research question posed was: What are the tendencies or prevalence of parents' participation in the FLP in the Kavango East region of Namibia? (See Chapter 1, section 1.3). From the discussion in this chapter, it can be reasoned that said tendencies or prevalence are not homogenous but stem from a variety of understandings and are supported by a variety of reasons. First, it seems that there is confusion regarding parents' understanding of FLP concepts in the Kavango East region of Namibia. Second, participating parents agree that the FLP is an intervention approach because it encourages parents to support their children's education, to gain confidence, change their mind-set and improve the academic performance of learners whose parents are attending. Moreover, the participants listed a number of reasons that prevent parents from participating in the FLP. These reasons can be categorized into situational and socio-economic obstacles. Finally, it seems that participants are aware of the strategies that could be undertaken to address and improve parents' participation in the FLP in the Kavango East region of Namibia.

5.8 Summary

This chapter discussed the findings pertaining to parents' participation in the FLP in the Kavango East region of Namibia. The first section is about parents' understandings of the FLP, in the Kavango East Region of Namibia followed by what prevents parents from participating in the FLP. It seems that participants do not have a universal understanding of the FLP concept and that a variety of reasons motivates some parents to participate in the FLP. Participants expressed the

need for pre-primary and primary schools, understanding the importance of education, and the improvement of the academic performance of their children as some motivation factors for entering the FLP. The chapter also presented the reasons that force parents to drop out of the FLP in the Kavango East region of Namibia. Participants indicated that a lack of time due to fieldwork and a lack of awareness on the FLP policies and programme are reasons for irregular attendance, drop-out and non-attendance. The chapter also presented participants suggestions for measures that could be put in place to improve participation in the FLP in the Kavango East region. In general, the participants identified the need to improve the curriculum, to improve the relationship among stakeholders, to improve the salary and qualification levels of promoters and to ensure the constant evaluation of the FLP. The directorate needs to put in more effort in assisting parents to realize their role and the effectiveness of the FLP in their children's lives. The final section of this chapter answers the main research question of this study, which is regarding the tendencies or prevalence of parents' participation in the FLP in the Kavango East region of Namibia. From the discussion of the content, the researcher deduces that the tendencies or prevalence of parent participation in the FLP in the Kavango East region of Namibia are not homogenous but stem from a variety of understandings and are supported by a variety of reasons.

CHAPTER 6: SUMMARY OF FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 Introduction

The findings were discussed in the preceding chapter. The purpose of this chapter is to summarize the findings and formulate conclusions, and provide recommendations based on the results of the study. The recommendations are aligned to the intervention approach (see Chapter 2, section 3.1). This means that intervention techniques are needed to improve parents' participation in the FLP. The final section of this chapter presents suggestions for further research.

6.2 Summary of findings

The findings of the study reveal the following tendencies in parents' participation in the FLP in the Kavango East region of Namibia:

The parents/learners do not have a universal understanding of the FLP concept. Some parents maintain that the FLP is an educational programme that enables them to gain knowledge so that they are able to guide their children's education. Other parents acknowledge the existence of the FLP but are not aware of what they can learn in the programme and assume that the FLP offers the skills of reading and writing. However, when they realize that it does not provide these skills, they feel discouraged to attend. Based on the above, it can be reasoned that the parents' understanding of the FLP in the Kavango East region of Namibia is not clear. It seems that some parents lack an awareness of the FLP concepts. Participating parents/learners agree that the FLP is an intervention approach because it encourages parents to support their children's education,

gain confidence, change their mind-set and improve the academic performance of learners whose parents are attending.

The findings also show that reasons that prevent parents from participating in the FLP include situational obstacles such as a lack of time to attend classes, illness, laziness, marriages, single-headed families, death in the families, wrong perception of the FLP, wrong timing of the FLP classes because classes take place when parents are busy with field work. Other situational obstacles mentioned include gender disparity and illiteracy and parents believing that it is the teachers' duty to teach because that is what they are paid to do. The socio-economic obstacles include poverty, which compel parents to look for food for their households during class time.

The findings also show various reasons that motivated these study participants to enter the FLP. Specifically, the need for pre-primary and primary school facilities that are limited in their communities; the need to advance their educational level to become better persons and understand the role they play in their children's education; the desire to improve their children's academic performance with the assistance of parents; the hope of acquiring basic skills including speaking and listening; and viewing activities with a range of people of different ages. The study's findings clearly show that FLP parents have different needs and they enter the FLP for different reasons.

The study further reveals parents' reasons for dropping out of the FLP in the Kavango East region of Namibia: the programme is offered at a wrong time or season when parents are busy with fieldwork from January to April; a lack of awareness of the FLP policies and programme; irregular visits by the education officer due to a lack of funds and transport; pedagogical approaches used by the facilitator on delivering lessons; laziness and ignorance among

participants; pressure on families such as caring for the children; parents do not value education for their children; salary delays; poor training for promoters as well as a poor working relationship between the ministry and the school.

The study findings conclude by presenting participants' various suggestions for measures that could be put in place as an intervention approach to improve participation in the FLP in the Kavango East region. In general, the participants suggested the creation of an awareness campaign for FLP policies and programmes; to equip facilitators with quality skills for delivering lessons and improving qualification levels of promoters; to improve the curriculum; to improve the relationship among stakeholders; to improve the salary and ensure the constant evaluation of the FLP. The directorate needs to put more effort into assisting parents to realize their role and the effectiveness of the FLP in their children's lives. These measures must be put in place as an intervention approach to improve participation in the FLP in the Kavango East region.

6.3 Recommendations

Based on the results reported in this study, the following recommendations are made. These recommendations are directed to the Division of Adult Education and Lifelong Learning, the University of Namibia, the Department of Adult Education and Lifelong Learning, the Education Officer, the school principals, teachers and promoters in the Kavango East region.

6.3.1 Recommendations for the Division of Adult Education and Lifelong Learning

- There is need for intervention from the Division of Adult Education by providing funding for the FLP campaign. These intervention programmes need to include modes of

mobilization, campaigning and cooperation with parents, particularly people with low levels of education, to understand the FLP. Coercion should not be utilized.

- Family literacy facilitators should receive more training on contents by providing adequate initial training and in-service training programmes. There is need for them to understand the task goals, process goals and operational goals of the intervention theory.
- There is need to extend the FLP to run from January to November as demanded by parents and school management.
- The promoters should be part of the school management staff to build relationships and work hand-in-hand with Grade 1 teachers to ensure the progress of academic affairs for Grade 1 learners and parents' involvement in the FLP.
- The FLP should be revised to include the basic skills of reading and writing to accommodate the demand or need of parents who feel uncomfortable sitting in the class, because of their inability to read and write.
- The programme should not focus on Grade 1 learners only but the curriculum should accommodate other learners in lower primary education, as well as learners with learning difficulties.
- The programme could run smoothly if it could be made part of formal education instead of the adult education division.

6.3.2 Recommendations to the University of Namibia, Department of Adult Education and Lifelong Learning

- Learning opportunities should be provided to promoters to further their qualifications in the field of adult education. These could be in the form of two- to three-year diploma

courses similar to the Basic Education Teachers' Diploma (BETD) qualification for teachers. However, it is important that these learning programmes analyse the situation leading to the proper and adequate identification of problems and needs. The constant evaluation is needed to inform the plan of action and devise the implementation plan in the light of the needs to be enhanced, as suggested in the intervention approach that guides this study.

6.3.3 Recommendations to the Education Officers in the Kavango East region

- Build up a working relationship between the education officer, school principal, Grade 1 teacher and promoter to ensure the school success and improve participation of parents in the programme.
- The education officer should consult the school principals to explain the programme and their expected roles to them.
- Campaign programmes based on cooperation and mobilization are needed to help parents to understand the importance of the FLP and the role they can play in their children's education.

6.3.4 Recommendations to the school principals and teachers in the Kavango East region

- School principals and Grade 1 teachers should put more effort into assisting promoters with the implementation of family literacy and identifying learners with learning difficulties and invite their parents to attend family literacy classes.
- School management should build a working relationship with the adult education officer to ensure the successful implementation of the FLP.

6.3.5 Recommendation to the promoters in the Kavango East region

- Promoters should advance and motivate parents to establish class committees to assist with the mobilization in their community and the school.

6.3.6 Recommendation for the parents in the Kavango East region

- Parents who have realized the importance of the FLP and the benefits of the programme need to motivate their fellow parents by sharing their experience derived from the FLP.

6.4 Directions for further research

Although the study has shown that parents' participation in the FLP has a positive impact, there is a need for further research in the following areas:

- The relevance of the FLP for Grade 1 learners by comparing the academic performances of children whose parents are not attending the FLP with children whose parents attend within the same school.
- Whether the changes in parents and children are better when the programme is offered for a year instead of the average of four months.
- Whether the FLP is designed to fit families with learners in higher grades rather than Grade 1.
- Overall evaluation to determine whether the programme's policy objectives have been achieved by examining the planning, practices and implementation thereof.

6.5 Summary

This chapter has summarized the findings of the study and made conclusions. The chapter reveals that participants do not have a universal understanding of the concept FLP. It seems that a variety of reasons motivated these parents to participate in the FLP. These include the need for pre-primary and primary schools, understanding the importance of education and the role parents play in their children's education by improving their academic performance. This indicates the impact this programme can have on parents' lives and children's academic career and how useful the FLP acquired skills are. Moreover, a number of reasons prevents parents from participating in or cause them to drop out of the FLP. Thus, a need exists for incorporating intervention techniques in the programme to enhance participation for parents. The chapter has provided the recommendations based on the results of the study. These recommendations are aligned to the intervention approach because it encourages parents to support their children's education, to gain confidence, change their mind-set and improve the academic performance of learners whose parents are attending. The intervention approach could help to improve parents' participation in the FLP and delivery of lessons in future. Finally, this chapter presented the suggestions for further research, which should assess the relevance of the FLP programme, the changes, and the extent to which the FLP objectives are being achieved.

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APPENDICES

APPENDIX A: Ethical Clearance Certificate



UNAM

UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/154/2016 Date: 5 December, 2016

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: Parent Participation in the Family Literacy Programme in the Kavango East Region of Namibia

Nature/Level of Project: Masters

Researcher: T.N. Kamati

Student Number: 200254626

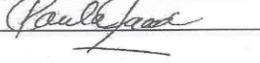
Faculty: Faculty of Education

Supervisor: Dr. A. Kanyimba

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

<p>Prof. P. Odonkor: UREC Chairperson</p> 	<p>Ms. P. Glaassen: UREC Secretary</p> 
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APPENDIX B: Student Permission Request to MOEAC Permanent Secretary

23.01.2017

The Permanent Secretary
Ministry of Education, Arts and Culture
Private Bag 13186
Windhoek

Dear Sir/Madam

RE: REQUEST TO CARRY OUT RESEARCH ON PARENT’S PARTICIPATION IN THE FAMILY LITERACY PROGRAMME RESEARCH IN THE MINISTRY OF EDUCATION, ARTS AND CULTURE IN THE KAVANGO EAST REGION.

I, Thekla Kamati am an education officer in the Department of Adult and Lifelong Learning in Kavango East Region, and a master’s student at the University of Namibia. I am conducting research on parent participation in Family Literacy Programme. The research will involve interviewing the Education Officer, School principal, Grade on teachers, Family Literacy promoter and parents. It also includes Content analysis as method for subjective interpretation of text data using a systematic classification process of coding and identifying themes or patterns. The rationale of the study is to investigate parents’ participation in the family literacy programme and to find out constraints encountered by parents attending family literacy programme. The study will serve as partial fulfilment of the requirements of a master’s degree at the University of Namibia.

I therefore seek authorization to carry out the research in your ministry. The study is scheduled to take place between 01 March 2017 to 31 March 2017. Once permission is granted, I will make appointments with the above-mentioned education staff members to ensure that they include my research activity in their daily schedules. Participation in the study will be on a voluntary basis and all data collected will be treated confidentially. The findings, recommendations and conclusions of the study will be made available to the University of Namibia and Ministry of Education, Arts and Culture.

Yours faithfully

.....

THEKLA. N. KAMATI CELL PHONE: 0812929387, E-MAIL: k.thekla@yahoo.com’ P.O. BOX 2384, RUNDU

APPENDIX C: Permission Letter from MOEAC P.S



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933200
Fax: +264 61- 2933922
Enquiries: C. Muchila/ G. Munene
Email: Cavin.Muchila@moe.gov.na/gm12 munene@yahoo.co.uk

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

Ms. Thekla Kamati
P O Box 2384
Rundu
Cell: +264 812929387
Email: k.thekla@yahoo.com

Dear Ms. Kamati

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN KAVANGO EAST REGION

Kindly be informed that permission to conduct research for your Master's Degree in Kavango East region on the topic: "Parent participation in the Family Literacy Programme in the Kavango East Region of Namibia" is herewith granted. You are further requested to present the letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the ministry. You may contact Mr C. Muchila/ Mr. G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for provision of summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you soon.

Sincerely yours


SANET L. STERNK
PERMANENT SECRETARY



21. 2. 17
Date

All official correspondences must be addressed to the Permanent Secretary

Appendix D: Authorization Letter to Kavango East Regional Council, Directorate of Education, Arts and Culture

07.01.2017

The Regional Director
Ministry of Education, Arts and Culture
Private Bag 2134
Rundu

Dear Sir/Madam

RE: REQUEST TO CARRY OUT RESEARCH IN THE MINISTRY OF EDUCATION, ARTS AND CULTURE IN KAVANGO EAST REGION.

I, Thekla Kamati, am an education officer in the Department of Adult and Lifelong Learning in Kavango East Region, and a master's student at the University of Namibia. I intend to conduct research on parent participation in Family Literacy Programme. The research will involve interviewing the Education Officer, School principal, Grade one teachers, Family Literacy promoter and parents. It also includes Content analysis as method for subjective interpretation of text data using a systematic classification process of coding and identifying themes or patterns.

The rationale of the study is to investigate parents' participation in the family literacy programme and to find out constraints encountered by parents attending family literacy programme. The study will serve as partial fulfilment of the requirements of a master's degree at the University of Namibia.

I therefore seek authorization to carry out the research in your ministry. The study is scheduled to take place between 01 March 2017 to 31 April 2017. Once permission is granted, I will make appointments with the above-mentioned education staff members to ensure that they include my research activity in their daily schedules. Participation in the study will be on a voluntary basis and all data collected will be treated confidentially. The findings, recommendations and conclusions of the study will be made available to the University of Namibia and Ministry of Education, Arts and Culture.

Yours faithfully

.....

THEKLA N. KAMATI

CELL PHONE: 0812929387, E-MAIL: k.thekla@yahoo.com, P.O. BOX 2384, RUNDU

Appendix E: Authorization Letter from Kavango East Regional Council, Directorate of Education, Arts and Culture



**REPUBLIC OF NAMIBIA
KAVANGO EAST REGIONAL COUNCIL**

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Telephone Number : 066 – 258 9000 / 258 9201
Fax Number : 066 – 258 9117 / 255 404 /267 070
Enquiries : F. Kapapero

Private Bag 2134
RUNDU
NAMIBIA

Date: 09 February 2017

The University of Namibia
Private Bag 13301
WINDHOEK
NAMIBIA

FOR ATTENTION: Ms. Thekla Kamati

**RE: PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH PROJECT
AT THE DIRECTORATE OF EDUCATION, ARTS AND CULTURE IN
KAVANGO EAST REGION**

Kindly be informed that permission is hereby granted to Ms. Tekla N. Kamati to conduct a research at the Directorate of Education, Arts and Culture in Kavango East Region.

The main objective of the study is to investigate parent's participation in the family literacy programme and to find out constraints encountered by parents attending family literacy programme. The study is of utmost importance to the parents and the entire education fraternity.

Yours sincerely,

F. Kapapero
REGIONAL DIRECTOR
KAVANGO EAST REGIONAL COUNCIL
DIRECTOR
PRIVATE BAG 2134, RUNDU



13/02/2017
Date

All official correspondence must be addressed to the Chief Regional Officer

APPENDIX F: INFORMATION SHEET AND CONSENT FORM



Inspiring minds & shaping the future

15.09.2016

INFORMED CONSENT FORM

Title of Study: A study of parents' participation in the Family Literacy Programme in the Kavango East Region in Namibia.

Researcher: Kamati Thekla Nangura

Department of Life-long Learning and Community Education

University of Namibia

Cell: 0812929387

E-mail: k.thekla@yahoo.com

Information

You are invited to participate in a research study about parents' participation in the Family Literacy programme in the Kavango East region of Namibia. This study will be conducted by Kamati Thekla Nangura. The study will serve as partial fulfilment of the requirements for a master's degree in education (Adult Education) at the University of Namibia. You are selected as a possible participant in this study because you have supported/participated in the Family Literacy programme in Namibia.

There are no known risks if you decide to participate in the research study. The information that will be gathered as part of this interview is **confidential**. Therefore, if the findings of the study are to be published or presented, your names will not be included in the report **and anonymity** will be adhered to at all times. The interview will take about 60 minutes to complete.

Your participation in this study will be voluntary, and you may choose not to participate or may withdraw from participating in this study at any time. However, I appeal to you to partake in the study for the sake of improving the Family Literacy programme in the region and countrywide.

The study will benefit both the institutions such as Formal education and Adult education as well as parents, as it will contribute to proper implementation of policies and programme. The findings of the study will be ready and available to those educational institutions and the public.

For more information concerning this study, contact in anonymously, my main supervisor Dr. Alex Kanyimba, Deputy Director for Academic Centres, Centre for Research and Publication. University of Namibia. E-mail: akanyimba@unam.na. Alternatively, Kamati Thekla at 0812929387.

If you voluntarily agree to participate in this study, please signify your consent by signing this form.

Name: **Signature:**.....**Date:**.....

APPENDIX G: INTERVIEW QUESTIONS

INTERVIEW GUIDE FOR PARENTS WHO ARE PARTICIPATING IN THE FAMILY LITERACY PROGRAMME IN THE KAVANGO EAST REGION.

Name of interviewer:

Name of the interviewee:

Place of interview:

Date of interview:

I, Kamati Thekla Nangura, would like to thank you for partaking in this research interview. This is part of my master's research study, which I am completing at the University of Namibia. The purpose of the study is to investigate parents' participation in the Family Literacy programme in the Kavango East region in Namibia. What is your perception about the Family Literacy programme and why do you choose to enter into the programme or drop out of the programme. Do you have any benefit from the programme? The findings from this study will be used to determine whether the Family Literacy programme in Namibia will help to improve the implementation of the programme. I wish to assure you that you will remain anonymous; your names will not be included in the report.

SECTION A: PERSONAL INFORMATION

1. Sex/Gender:
2. Age:
3. Educational qualification:
4. Occupation:

SECTION B: PARENTS' UNDERSTANDING OF THE FAMILY LITERACY PROGRAMME.

5. How do you understand the concept Family literacy?

SECTION C: PARENTS' REASONS FOR ENTERING INTO THE FAMILY LITERACY PROGRAMME

6. What made you to join the Family Literacy programme?
7. What were your expectations when you joined the programme?
8. There is a scenario that says, 'Family Literacy programme is an intervention approach used by our government to improve children's education and encourage parents to support their children's education. Do you think your children's education and parents' support have

improved because of the skill you have acquired from Family Literacy programme? Why/why not?

9. What benefits do your family (parents), children and school, community receive from participating in the Family Literacy programme?

SECTION D: PARENTS' REASONS FOR NOT PARTICIPATING OR DROPPING OUT FROM THE PROGRAMME

10. What challenges do you encounter that prevent you from attending family literacy classes?

11. What changes do you want to see in the Family Literacy programme in future?

12. Is there anything else (comment) that you want to share with us?

INTERVIEW GUIDE FOR PROMOTERS WHO ARE TEACHING AT FAMILY LITERACY CENTRES IN THE KAVANGO EAST REGION.

Name of interviewer:

Name of the interviewee:

Place of interview:

Date of interview:

I, Kamati Thekla Nangura, would like to thank you for partaking in this research interview. This study is part of my master's research study, which I am completing at the University of Namibia. The purpose of the study is to investigate parents' participation in the Family Literacy programme in the Kavango East region in Namibia. Since you are a promoter for the Family Literacy programme, can you explain about participation of parents in the Family Literacy programme, how this programme has improved their performance as parents and the challenges they are facing in the programme. In addition, if you have any benefit from the programme. The findings from this study will be used to determine whether the Family Literacy programme in Namibia will help to improve the implementation of the programme. I wish to assure you that you will remain anonymous; your names will not be included in the report.

SECTION A: PERSONAL INFORMATION

1. Sex/Gender:

2. Age:

3. Educational qualification:

4. Occupation:

SECTION C: PARENTS' REASONS FOR ENTERING INTO THE FAMILY LITERACY PROGRAMME

5. What were the parents' purpose or expectations when they joined the Family Literacy programme at this school?
6. There is a scenario that says, 'Family Literacy programme is an intervention approach used by our government to improve children's education and encourage parents to support their children's education. Do you think grade 1 academic performance and parents support have improved because of the skill parents have acquired from the intervention of the Family Literacy programme? Why/why not?
7. What benefit do literacy parents, children, school and community receive from participating in the Family Literacy programme?

SECTION D: PARENTS' REASONS FOR NOT PARTICIPATING (DROPPING OUT) FROM THE FAMILY LITERACY PROGRAMME

8. What challenges do you encounter that prevent parents from participating in Family Literacy programme?
9. What changes would you like to see in the curriculum of the Family Literacy programme?
10. Anything else or any comment that you want to share with us?

INTERVIEW GUIDE FOR GRADE 1 TEACHERS WHO ARE WORKING WITH FAMILY LITERACY PROMOTERS IN THE KAVANGO EAST REGION.

Name of interviewer:

Name of the interviewee:

Place of interview:

Date of interview:

I, Kamati Thekla Nangura, would like to thank you for partaking in this research interview. This study is part of my master's research study, which I am completing at the University of Namibia. The purpose of the study is to investigate parent's participation in the Family Literacy programme in the Kavango East region in Namibia. Since you are a grade 1 teacher working with the Family Literacy promoter, can you explain about participation of parents in the Family Literacy programme, how this programme has improved the performance of grade 1 learners, and what challenges do parents face during their participation in the programme. Do you have any benefit from the programme? The findings from this study will be used to determine whether the Family Literacy Programme in Namibia will help to improve the implementation of the programme. I wish to assure you that you will remain anonymous; your names will not be included in the report.

SECTION A: PERSONAL INFORMATION

1. Sex /Gender:
2. Age:
3. Educational Qualification:
4. Occupation:

SECTION C: PARENTS' REASONS FOR ENTERING THE FAMILY LITERACY PROGRAMME.

5. What were your purposes and expectations when the Family Literacy programme was established at this school?
6. There is a scenario that says, 'Family Literacy programme is an intervention approach used by our government to improve children's' education and encourage parental support. Do you think there is an improvement in Grade 1 learners' academic performance and parental support has improved because of the skills they have acquired from intervention of the Family Literacy programme? Why/why not?
7. What benefit did literacy parents, children, school and community receive from the Family Literacy programme?
8. Was there a working relationship between you as a Grade 1 teacher and the promoter who was facilitating the Family Literacy programme?

SECTION D: PARENTS' REASON FOR NOT PARTICIPATING OR DROPPING OUT FROM FAMILY LITERACY PROGRAMME.

9. What challenges do you think prevented parents from participating in or dropping out of the Family Literacy programme?
10. What changes would you like to see in the curriculum of the Family Literacy programme?
11. Is there anything else or any comment that you want to share with us?

INTERVIEW GUIDE FOR SCHOOL PRINCIPALS WHERE FAMILY LITERACY CENTRES ARE ESTABLISHED IN KAVANGO EAST REGION.

Name of interviewer:

Name of the interviewee:

Place of interview:

Date of interview:

I, Kamati Thekla Nangura, would like to thank you for partaking in this research interview. This study is part of my master's research study, which I am completing at the University of Namibia. The purpose of the study is to investigate parents' participation in the Family Literacy programme in the Kavango East region in Namibia. Since you are a school principal where the Family Literacy programme is established, can you explain about participation of parents in the Family Literacy Programme, how this programme has improved the performance of grade 1 learners at your school. Do you have any benefit from the programme? The findings from this study will be used to determine whether the Family Literacy programme in Namibia will help to improve the implementation of the programme.

I wish to assure you that you will remain anonymous; your names will not be included in the report.

SECTION A: PERSONAL INFORMATION

1. Sex/ Gender:
2. Age:
3. Educational Qualification:
4. Occupation:

SECTION C: PRINCIPAL'S REASONS FOR ESTABLISHING A FAMILY LITERACY PROGRAMME AT SCHOOL

5. What were your purpose and expectations when the Family Literacy programme was established at your school?
6. There is a scenario that says, 'Family literacy programme is an intervention approach used by our government to improve children's' education and encourage parental support.' Do you think there is an improvement in grade 1 learners' academic performance and parental support because of the skills they have acquired from intervention of the Family Literacy programme? Why/why not?
7. What benefit did literacy parents, children, school and community receive from the Family Literacy programme?
8. Is there a working relationship between parents, teachers, the promoter and education officer, and principal in executing the Family Literacy programme at your school?

SECTION D: PARENTS' REASONS FOR NOT PARTICIPATING OR DROPPING OUT OF THE FAMILY LITERACY PROGRAMME

9. What challenges do you think prevent parents from participating or cause them to drop out of the family literacy programme?
10. What changes would you like to see in the curriculum of the Family Literacy programme?
11. Is there anything else or any comment that you want to share with us?

INTERVIEW GUIDE FOR EDUCATION OFFICERS WHO ARE MONITORING THE FAMILY LITERACY PROGRAMME IN THE KAVANGO EAST REGION.

Name of interviewer:

Name of the interviewee:

Place of interview:

Date of interview:

I, Kamati Thekla Nangura, would like to thank you for partaking in this research interview. This study is part of my master's research study, which I am completing at the University of Namibia. The purpose of the study is to investigate parents' participation in the Family Literacy programme in the Kavango East region in Namibia. Since you are the Education Officer responsible for monitoring the Family Literacy programme, what is your perception of the Family Literacy programme? Why do parents choose to enter into the programme and drop out? Do you have any benefit from the programme? The findings from this study will be used to determine whether the Family Literacy programme in Namibia will help to improve the implementation of the programme. I wish to assure you that you will remain anonymous; your names will not be mentioned in the report.

SECTION A: PERSONAL INFORMATION

1. Sex/Gender:
2. Age:
3. Educational Qualification:
4. Occupation:

SECTION C: PARENTS' REASONS FOR ENTERING THE FAMILY LITERACY PROGRAMME.

5. What was the purpose of establishing the Family Literacy programme in your constituency?
6. What were your expectations when you decided to establish Family Literacy centres in your constituency?
7. There is a scenario that says, 'Family Literacy programme is an intervention approach used by our government to improve children's' education and encourage parental support.' Do you think there is an improvement in Grade 1 learners' academic performance and parental support because of the skills they have acquired from intervention of the Family Literacy programme? Why/why not?
8. What benefits did literacy parents, children, school and community receive from the Family Literacy programme?

SECTION D: PARENTS' REASONS FOR NOT PARTICIPATING OR DROPPING OUT OF THE FAMILY LITERACY PROGRAMME

9. What challenges do you think prevent parents from participating or dropping out of the Family Literacy programme?
10. What changes would you like to see in the curriculum of the Family Literacy programme?
11. Is there anything else or any comment that you want to share with us?