

Session 12: Encouraging Education



12.0: Introductions

Participants | Women and Men together

Objectives |

1. To encourage both the parent and the child to be accountable in the child's education
2. To increase parent's engagement at school and cooperation with teachers
3. To encourage children to achieve through their education.

Duration | 2 hours and 30 minutes

Activity 12.1: Review home practice

Time | 20 minutes

S T E P S

- 1 | Welcome participants for session twelve.
- 2 | Review home practice by asking individuals to share their experience. *(Encourage them to discuss the benefits and challenges of using positive discipline strategies and their experience in formulating a family goal).*
- 3 | If participants had problems, ask others to suggest ways in which these might be overcome.
- 4 | Encourage parents to continue doing the home practice.

Activity 12.2: Children's needs at school

Time | 30 minutes

Objective | To increase parent's engagement at school and cooperation with teachers

Materials | Flipchart, markers and masking tape

What the facilitator needs to know

- ⊙ All parents want their children to succeed in school and life.
- ⊙ Research indicates that children whose parents are supportive in their education tend to perform better than those whose parents are not.
- ⊙ A non-school going girl is more likely to get married early and get unintended pregnancies, among other challenges, than a school going girl.
- ⊙ An educated woman is more likely to contribute to family income and get involved in her children's learning and social life than mothers with no schooling.

STEPS

1 | **Provide** an overview of the session objective.

2 | **Ask** participants to form 2 small groups.

- a) Ask one group to imagine they are children within these age brackets (6 – 10, 11 – 14, 15 – 17 years) "What kind of support (not monetary) would you like your parents to provide for you in order to achieve at school?" (*Ensure that parents discuss in each age group and write their responses on a flipchart*).
- b) Ask the second group to imagine they are a parent with children in these age brackets (6 – 10, 11 – 14, 15 – 17 years, "What would you want in your child so that you are motivated to support them achieve in their education?" (*ensure that parents discuss in each age group and write their responses on a flipchart*))
- c) Invite participants back to plenary and share what they have discussed.
- d) Encourage others to comment on the presentation.
- e) In plenary ask participants to discuss: Why do parents take boys and girls to school?

Close the activity by highlighting the following:

1. *Every parent wants their child to become a successful, caring adult, thus taking them to school.*
2. *Children who are actively and truly supported by parents in their education tend to do better in school.*
3. *How parents perceive the purpose of education affects choices of schools for their children, what they provide for children while in school, how they allocate time for study, play and household chores etc.*
4. *If parents believe that the purpose is to shape children's values, then they will focus more on what their children are becoming as human beings, rather than just their exam results or promotion to the next class.*

Activity 12.3: Practicing skills to encourage children stay in school

Time | 50 minutes

What the facilitator needs to know

Parents may show interest in the child's education by:

- a) Talking about educational issues
- b) Paying attention to school matters
- c) Showing an interest in reading
- d) Helping the child with home work
- e) Showing concern for child's progress
- f) Attending school meetings

Objective | To encourage children to achieve through their education.

STEPS

1 | **Provide** an overview of the session objective.

2 | Read the story to parents and ask them to answer the questions that follow.

Story

Nakato is a 13 year- old girl in Primary 7 in a certain school. She tries to work hard but received a very low mark in the mid-year examinations. That same day, her parents found out that there is a man in the neighbourhood who has been pestering Nakato to have a love relationship with him, and even promised to marry her. Just before examinations, Nakato's teacher had tried to contact the parents regarding her academics, but the parents were busy.

a) Question a: How would a supportive parent react basing on the story above?

3 | Continue the discussion and ask participants to comment on the scenarios below. **(10 minutes).**

What would you do if...

Your 16 year-old son went to revise books with friends and came back home after midnight drunk.

Your 13 year-old daughter returns from school disrespects you in front of your neighbour.

You discover that your 15 year-old daughter who is in senior 3 has a boyfriend and she did not tell you.

4

Summarise as per the discussion about the positive discipline strategies by re-echoing the outline below, if these have not been identified (**Use about 10 minutes**).

- a) **Withholding privileges:** Something the child values such as playing with friends BUT NOT FOOD. Children should know that a privilege is earned through good behaviour. This method is most effective with adolescents. Make sure that the privilege is related to the behaviour in order for it to be effective.
- b) **Grounding:** Not allowing the child to leave a certain space/ room. This method is most effective with school age children.
- c) **Reward good behaviour:** Praise the child and celebrate good behaviour. Ignore negative attention seeking behaviour. When children are praised and encouraged for knowing and doing what is expected of them, their desire to please the parent is built. Be careful not to ignore the negative behaviour of adolescents, as consequences can be bad.
- d) **Consequences:** Let the child face the consequence of negative behaviour e.g. if they intentionally break a toy, do not give them more toys to play with. However, be careful about letting adolescents face consequences of their bad behaviour. Let the consequence be implementable and have a timeframe because some parents end up withdrawing the consequences.
- e) **Time out or cool down:** Sending a child to a corner and/or giving them a seat and asking them to spend 5 minutes cooling down, until he/she is calm. This method is effective with younger children.
- f) **Teach Values to children:** Show good behaviour and monitor your child. Stop bad behaviour and show the alternative by talking to them about it. Talk to your child about why you want them to do something, not just because you say so. They will learn what is important to your family, e.g. listening to each other and speaking with respect. (**This method can be used for all ages**).
- g) **'Delaying' to discipline:** learn to be patient and let go of frustrations/ anger accumulated elsewhere. Harsh punishment often happens due to excessive anger. But time heals and delaying punishment helps to discipline a child appropriately.

Close the activity by highlighting the following:

1. *Children sometimes fail at school because they have not been supported well enough, and not because of their own weaknesses.*
2. *Most parents want to be involved in their children's education. However, sometimes, they do not know where to start, when to find time or how to engage positively with their child's school.*
3. *It takes more than a good school/teacher to educate children. And it takes more than a good home/parent to raise a respectful child. However, these two have to work together.*

Activity 12.4: Home Practice

Time | 5 minutes

Materials | Flipchart and markers

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Parents with school going children should identify two unmet school needs of the children and learn to fulfil them during the week to encourage them to achieve at school. Those needs should not be financial in nature.

2

Bid farewell to the participants and thank them for working together as mothers and fathers.