Parent-School-Community Partnerships in Indonesian, Kyrgyz and Tanzanian Schools: An Analysis of Trends (2021 – 2022)

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ABSTRACT

Parent-school-community partnerships are widely recognized as critical for enhancing student outcomes and fostering holistic development. However, little comparative research exists on these partnerships across different cultural contexts in developing countries. This study explores parental engagement and perceptions of school life quality in NAMA Foundation-supported schools across Indonesia, Kyrgyzstan, and Tanzania during 2021–2022. Using a longitudinal survey approach, data were collected from 3,870 parents across 63 schools, alongside school documentation and assessor evaluations. Key indicators included communication, community involvement, and support for holistic child development. Findings show increased parental awareness and positive attitudes toward schools' roles, especially in Kyrgyzstan and Indonesia. However, challenges remain in structured engagement, digital access (notably in Tanzania), and understanding of holistic development frameworks. Variations across countries reflect differing cultural, infrastructural, and policy environments. Despite generally favorable perceptions, evidence of sustainable platforms for engagement was limited. Strengthening school leadership, improving communication infrastructure, and contextualizing engagement strategies are essential. Sustainable, culturally relevant partnerships are necessary for educational equity and improved outcomes in developing contexts.

Keywords: *Parent engagement, school-community partnership, NAMA Foundation, educational quality, cross-country comparison*

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INTRODUCTION

The NAMA Foundation emphasizes the critical role of parents and the community in fostering educational success and social improvement. Research indicates that effective parental involvement is a multifaceted endeavor that encompasses various dimensions, including communication, collaboration, and active participation in educational processes. For instance, Pasha et al. highlight the significance of Information and Communication Technologies (ICICTs) in enhancing parental engagement, particularly for parents of children with special needs, by providing timely access to educational resources and fostering interaction with school staff (Pasha et al., 2021). This technological integration is essential in bridging the communication gap between schools and families, thereby promoting a supportive educational environment.

Moreover, community-based programs that actively engage parents in urban settings have demonstrated the effectiveness of co-constructing educational initiatives. Gil and Johnson assert that programs which value parents' voices and prioritize their input are more successful in addressing the unique needs of families (Gil & Johnson, 2021). This co-creation process not only empowers parents but also strengthens the partnership between schools and communities, fostering a sense of ownership and commitment to educational outcomes.

Hermanto and Pamungkas emphasize that systematic communication between families and schools is vital for delivering effective home learning services (Hermanto & Pamungkas, 2023). This collaboration ensures that educational materials are appropriately tailored to meet the needs of students, thereby enhancing their learning experiences. Additionally, Jorban's research underscores the importance of establishing two-way communication channels that facilitate parental involvement in decision-making processes and volunteering opportunities within schools (Jorban, 2024). Such involvement not only enriches the educational experience for children but also fosters a supportive community network.

Furthermore, the collaborative efforts between parents and educational institutions can lead to significant social improvements. As highlighted by Eden, partnerships that involve parents and communities are pivotal in enhancing educational outcomes and addressing the diverse needs of students (Eden, 2024). This holistic approach not only benefits individual children but also contributes to the overall well-being of the community.

The NAMA Foundation's focus on parents and community involvement in education is supported by a robust body of research that underscores the importance of collaboration, communication, and active participation. By fostering these elements, educational institutions can create a more inclusive and supportive environment that benefits all stakeholders involved.

Importance of Parent-School-Community Partnership

The concept of parent-school-community partnerships is increasingly recognized as a vital component in enhancing educational outcomes and fostering holistic development in students. This partnership model emphasizes the collaborative efforts of parents, schools, and community stakeholders to create an environment conducive to learning and growth. Research indicates that effective communication between these entities is paramount for the success of such partnerships, as it directly influences student achievement and well-being (Tonbak & Apaydın, 2021; Erdem & Kaya, 2020; Levinthal et al., 2021).

One of the foundational aspects of successful parent-school-community partnerships is the establishment of robust communication channels. Tonbak and Apaydın highlight that a strong school-family partnership significantly enhances teacher-parent communication, which is essential for informing families about school programs and their children's progress (Tonbak & Apaydın, 2021). This is echoed by Erdem and Kaya, who assert that parental involvement is crucial for academic success, necessitating effective communication strategies that encourage parents to engage actively in their children's education (Erdem & Kaya, 2020). Furthermore, Levinthal et al. emphasize the importance of meaningful dialogue between parents and teachers, which fosters a collaborative environment and enhances parental engagement (Levinthal et al., 2021).

The role of school leaders in promoting these partnerships cannot be overstated. Research by Virador indicates that effective school leadership is crucial in fostering both school-family and school-community partnerships, which are linked to improved student outcomes (VIRADOR, 2023). School heads are tasked with creating a culture of collaboration, where parents and community members feel welcomed and engaged in the educational process. This is further supported by the work of Gower et al., who highlight the importance of government initiatives that actively involve parents and communities in school matters (Gower et al., 2020). These initiatives can take various forms, including resource kits and guidelines that assist schools in developing and maintaining effective partnerships.

Moreover, the integration of technology in communication strategies has been shown to enhance parent-school-community partnerships. Rahma discusses the development of blended learning models that utilize various communication tools, including social media, to facilitate interactions between schools and families (Rahma, 2024). This approach not only broadens the scope of communication but also allows for more flexible and accessible engagement opportunities for parents, thereby strengthening the partnership.

In addition to communication, the active involvement of parents in their children's education is crucial for fostering a supportive learning environment. Research consistently demonstrates that parental involvement is associated with higher academic achievement and better behavioral outcomes for students (Erdem & Kaya, 2020; Fu et al., 2022). For instance, Bubuli emphasizes that

parent-teacher partnerships can significantly enhance numeracy skills among primary school students, illustrating the direct impact of collaboration on academic performance (Bubuli, 2023). Similarly, studies have shown that parental participation in school activities, such as parent-teacher meetings, reflects their commitment to their children's education and positively influences student success (Fu et al., 2022).

The establishment of effective parent-school-community partnerships is a multifaceted endeavor that requires commitment from all parties involved. It necessitates open and equitable communication, active parental involvement, supportive school leadership, and the integration of community resources. As educational landscapes continue to evolve, fostering these partnerships will be crucial in addressing the diverse needs of students and promoting their academic and social success.

## NAMA Foundation's Parent-School Initiatives

The NAMA Foundation has outlined a comprehensive set of strategic objectives designed to create a systematic framework that drives its mission of generating meaningful impact and achieving excellence. These objectives are meticulously crafted to guide its operations and ensure the highest levels of efficiency and effectiveness. Central to these aims is the optimization of grant effectiveness, which involves deploying resources strategically to maximize outcomes, enhance accountability, and ensure that each grant delivers measurable benefits to the communities served. Equally important is the cultivation of robust and productive partnerships, which entails fostering collaborations with like-minded organizations, stakeholders, and experts to leverage collective expertise and resources. By building such partnerships, NAMA strengthens its capacity to address complex challenges and scale its impact across diverse sectors. Furthermore, the foundation is committed to empowering the organizations it supports by providing not only financial aid but also technical guidance, capacity-building opportunities, and mentorship. This holistic approach ensures that beneficiary organizations are equipped to sustain and expand their initiatives, creating a ripple effect of positive change in their respective communities. Together, these objectives reflect NAMA's dedication to excellence and its unwavering commitment to fostering long-term societal progress.

The Parent School project, introduced by the NAMA Foundation, is a transformative program designed to enhance parental involvement in the holistic development of children. Recognizing the pivotal role that parents play in shaping a child's growth and future, the initiative focuses on equipping parents with the knowledge, tools, and skills needed to foster a nurturing and stimulating environment at home. A key component of the program is the training of specialized coaches who guide parents through tailored developmental

processes, offering expertise and support to address individual challenges and goals.

Through this initiative, parents actively participate in creating personalized improvement plans, which serve as structured roadmaps during the coaching sessions. These plans help parents identify specific areas for growth, such as improving communication with their children, reinforcing positive behaviors, and enhancing emotional and cognitive support. By working closely with coaches, parents are empowered to implement these plans effectively, ensuring that the learning translates into meaningful changes in their daily interactions with their children.

Currently, the Parent School initiative is being implemented in Indonesia, Kyrgyzstan, and Tanzania, reflecting its global scope and adaptability to diverse cultural contexts. The program's objectives include fostering a deeper understanding of child brain development, enabling parents to grasp the science behind critical developmental stages and the importance of early intervention. Additionally, it promotes effective communication strategies that strengthen the parent-child relationship, reduce conflicts, and enhance mutual understanding. A further emphasis is placed on cultivating positive behavioral outcomes, helping parents manage challenges with compassion and consistency while encouraging children's growth into well-rounded individuals.

EDUCATION SECTOR THEORY OF CHANGE
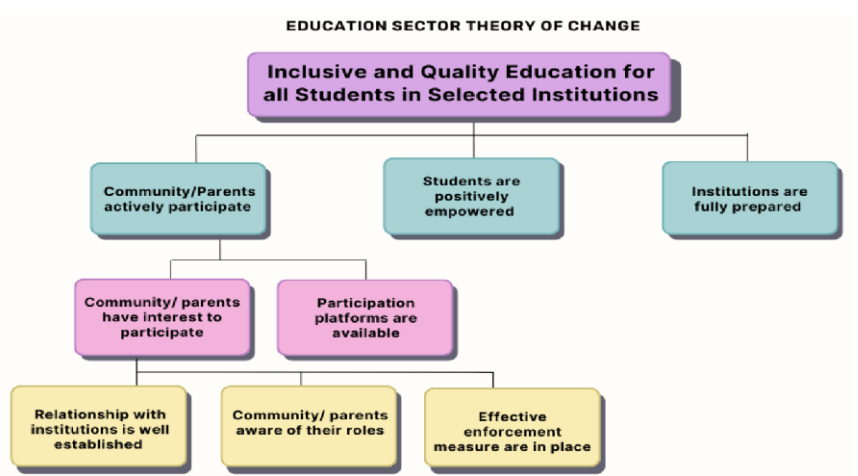
LITERATURE REVIEW

This review discusses about the concept of parent-school-community partnership in Indonesia, Tanzania and Kyrgyzstan. The review is limited to website information and articles retrievable from the internet through Google search and Google Scholar.

Indonesia

The concept of parent-school-community partnerships in Indonesia is increasingly recognized as a vital component of educational success. This partnership is defined as the collaborative efforts between families, schools, and the broader community to enhance student achievement and well-being. In Indonesia, the dynamics of these partnerships are influenced by various sociocultural factors, educational policies, and the unique challenges faced by different communities.

Research indicates that school principals in Indonesia perceive home-school partnerships as crucial for improving educational outcomes. Yantoro and Istofa Yantoro & Istofa (2020) conducted interviews with elementary school principals, revealing that these leaders recognize the importance of collaboration with families to foster student success. However, they also noted significant gaps in understanding and practice regarding these partnerships, particularly in developing regions. This highlights a need for targeted training and resources to empower school leaders to effectively engage parents and community members in the educational process.

Moreover, the role of school heads is critical in promoting partnerships that involve both parents and the community. Virador VIRADOR (2023) emphasizes that effective school leadership can significantly enhance parental and community involvement, which in turn leads to improved student outcomes. The study suggests that school heads who prioritize these partnerships create an environment conducive to collaboration, thereby fostering a sense of shared responsibility for student success among all stakeholders. This aligns with the findings of Tonbak and Apaydın (Tonbak & Apaydın, 2021), who argue that strong school-family partnerships positively influence teacher-parent communication, thereby enhancing the overall educational experience for students.

In the context of religiously affiliated schools in Central Kalimantan, Hamu et al. Hamu et al. (2021) explored a synergistic partnership model aimed at improving educational quality. Their findings indicate that low levels of participation from parents and the community hinder the effectiveness of educational institutions. The authors advocate for increased awareness among schools regarding their limitations and the potential benefits of building robust partnerships with stakeholders. This is particularly relevant in Indonesia, where

cultural and religious factors can significantly influence community engagement in education.

The COVID-19 pandemic has further complicated the landscape of parent-school-community partnerships in Indonesia. Octastefani Octastefani (2022) discusses how online methods emerged as emergency solutions for community engagement programs during the pandemic. The shift to digital platforms necessitated new strategies for maintaining connections between schools, families, and communities. This transition highlighted the importance of adaptability and innovation in fostering partnerships, as schools sought to engage families in meaningful ways despite physical distancing measures.

In addition to the challenges posed by the pandemic, the need for inclusive education practices has gained prominence in Indonesia. Rosyidah Rosyidah (2024) emphasizes the significance of inclusive education as a key element of educational development, particularly in accommodating diverse student needs. This focus on inclusivity necessitates active collaboration among parents, educators, and community members to create supportive learning environments for all students, including those with special needs.

The landscape of parent-school-community partnerships in Indonesia is shaped by a complex interplay of cultural, social, and technological factors. While significant progress has been made in recognizing the importance of these partnerships, challenges remain in terms of implementation and engagement. Future efforts must focus on empowering school leaders, fostering inclusive practices, and leveraging technology to build robust partnerships that ultimately enhance student achievement and community well-being.

Kyrgyzstan

The concept of parent-school-community partnerships in Kyrgyzstan is critical for enhancing educational outcomes and fostering a supportive environment for students. This partnership is influenced by various socio-cultural factors, historical contexts, and educational policies that shape the dynamics between schools, families, and the broader community.

One significant aspect of these partnerships is the recognition of the barriers that families face in engaging with schools. Research indicates that factors such as language barriers, cultural differences, and bureaucratic school processes can hinder parental involvement, particularly among low-income families (Shiller, 2020). This aligns with findings from other studies that emphasize the importance of creating welcoming environments in schools to facilitate family engagement (Riddle et al., 2021). In Kyrgyzstan, where collectivist values are prevalent due to its post-Soviet history, fostering community ties can enhance collaborative efforts between schools and families (Ybyraimova, 2023). Engaging parents in school activities not only supports

student learning but also strengthens community bonds, which is essential in a society where communal living has traditionally been valued.

Moreover, school leaders play a pivotal role in nurturing these partnerships. Effective leadership involves implementing strategies that support both teachers and parents, thereby creating a cohesive educational environment (Shamatov, 2023). For instance, school leaders can facilitate workshops and training sessions that empower parents with the knowledge and skills needed to support their children's education (Stanley & Gilzene, 2022). This proactive approach not only enhances parental involvement but also contributes to a positive school climate, which is crucial for student engagement and success (Quines & Relacion, 2022).

In addition, the role of community organizations cannot be understated. These entities often serve as bridges between schools and families, providing resources and support that enhance educational experiences (Medina et al., 2020). For example, community health initiatives that engage parents in discussions about health and wellness can also translate into increased involvement in school activities, thereby fostering a culture of collaboration (Michael, 2023).

The impact of socio-economic factors on educational engagement in Kyrgyzstan must be acknowledged. Issues such as migration and economic instability can affect family dynamics and, consequently, parental involvement in education (Abdulloev et al., 2020). Addressing these challenges requires a concerted effort from schools, communities, and policymakers to create supportive structures that encourage participation and engagement from all families, regardless of their socio-economic status. In conclusion, fostering effective parent-school-community partnerships in Kyrgyzstan involves understanding and addressing the barriers to engagement, leveraging the role of school leadership, utilizing community resources, and considering the socio-economic context. By adopting a holistic approach that incorporates these elements, stakeholders can significantly enhance educational outcomes for students and strengthen community ties.

Tanzania

The concept of parent-school-community partnerships in Tanzania is crucial for enhancing educational outcomes and fostering a supportive learning environment. This partnership is characterized by collaborative efforts among parents, schools, and the broader community, aimed at improving the quality of education and addressing the challenges faced within the educational system.

One significant aspect of these partnerships is the role of community involvement in school governance and decision-making processes. Research indicates that community participation is essential for the sustainability of educational initiatives, particularly in rural areas. For instance, Tieng'O

highlights that community perceptions significantly influence the effectiveness of fee-free basic education, emphasizing the need for active involvement from parents and local stakeholders in supporting educational projects (Tieng'o, 2020). Similarly, Assey and Babyegeya argue that engaging communities in educational reforms is vital for addressing systemic challenges and improving educational quality in Tanzania (Assey & Babyegeya, 2022). This engagement not only enhances accountability but also fosters a sense of ownership among community members, which is critical for the success of educational initiatives.

The financial sustainability of schools is another area where parent-school-community partnerships play a pivotal role. Kiure's study on fundraising strategies within parent-teacher platforms demonstrates how such collaborations can enhance the financial resources available to public secondary schools, thereby improving their operational capabilities (Kiure, 2023). This financial support is crucial, especially in the context of limited government funding and the need for better physical facilities in schools, as noted by Sakibu and Kamugisha (Sakibu & Kamugisha, 2022). The establishment of community secondary schools under the Secondary Education Development Programme (SEDP) reflects the government's recognition of the importance of community involvement in education, aiming to reform the secondary education system and improve access to quality education (Sakibu & Kamugisha, 2022).

Furthermore, the integration of parents into the educational process is essential for fostering a conducive learning environment. Kanyopa discusses the "Learner Integration Wheel Theory," which emphasizes the importance of continuous communication among school management, teachers, and parents to address integration challenges in Tanzanian schools (Kanyopa, 2024). This theory underscores the ethical responsibility of all stakeholders to collaborate in creating a supportive educational atmosphere that benefits learners.

These collaborative efforts, the challenges faced by marginalized communities, such as pastoralist groups, highlight the need for tailored approaches to education that consider local cultural contexts. Ndibalema points out that cultural values and systemic barriers significantly affect educational accessibility for minority communities in Tanzania (Ndibalema, 2022). Addressing these challenges requires a concerted effort from parents, schools, and community leaders to create inclusive educational policies that cater to the diverse needs of all learners.

The effectiveness of parent-school-community partnerships in Tanzania is contingent upon active engagement, financial support, and a commitment to inclusivity. By fostering collaboration among all stakeholders, it is possible to create a more equitable and effective educational system that meets the needs of all students.

Objectives

The Parent-School-Community Partnership initiative in Tanzania, Indonesia, and Kyrgyzstan, as outlined in the NAMA Foundation's reports for 2021 and 2022, aims to foster collaborative relationships between families, schools, and local communities to enhance the educational and developmental outcomes for children. The initiative focuses on strengthening parental engagement, promoting effective communication between schools and families, and leveraging community resources to support holistic child development. Key objectives include training parents and educators to build essential skills for supporting children's learning, developing structured improvement plans to address specific challenges, and encouraging active participation in school activities to create a cohesive and supportive learning environment. Trends from 2021 and 2022 indicate significant progress in fostering deeper parental understanding of child development, particularly in brain development and behavioral management, as well as in improving community involvement in educational initiatives. The program also highlights a growing emphasis on sustainable partnerships, enabling schools and communities to work collaboratively to address localized needs, adapt culturally relevant strategies, and scale impactful practices for long-term societal benefit.

METHODOLOGY

This study employed a longitudinal survey methodology to examine the impact of student participation in extracurricular activities within the framework of NAMA's Theory of Change. Data for the research were collected during school evaluation visits conducted by a team of 23 trained assessors across 63 NAMA Foundation-supported schools in Tanzania, Indonesia, and Kyrgyzstan over the years 2021 and 2022. The longitudinal approach facilitated an analysis of changes and trends over this period, offering valuable insights into the progression of student empowerment (Lynn, 2021). The primary method of data collection involved administering student questionnaires during both rounds of evaluations, with a focus on three key domains: School Life (SL), Learning Success (LSS), and School Culture and Values (CV). Each domain included specific indicators to assess student development and empowerment over time, as detailed in Table 1. Participants comprised students from NAMA-supported schools in the three regions, with demographic information about the schools provided in the supplementary report of this study.
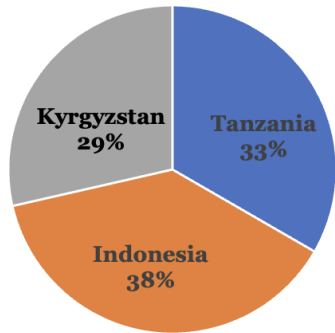
Figure 1. Total of schools involved across countries

The data were sourced from a comprehensive database comprising survey responses from parents in Tanzania, Indonesia, and Kyrgyzstan. This database was part of a larger educational monitoring initiative designed to ensure extensive coverage and representation across urban, suburban, and rural school settings in each of the three countries. The dataset offers a valuable foundation for examining trends across these nations, enabling an analysis of how cultural, social, and educational factors influence parental perceptions of school life quality. The scale and scope of the dataset enhance the reliability of the analysis and the generalizability of the findings.

Instruments

The instrument used for data collection was a structured interview and rating form designed to assess the frequency and quality of parent-school-community interactions. Respondents rated seven statements on a 5-point Likert scale (0 = Never to 4 = Always), with follow-up questions used to gather qualitative evidence. The instrument covered domains such as school-community impact, parental involvement in school events, communication, and community volunteerism. Each item was mapped to relevant indicators from NAMA's Theory of Change (e.g., PCC1, PCC2, CVS2). According to the NAMA Midprogram Progress Report (2022), the instrument demonstrated strong reliability ($\alpha = 0.89$) and content validity through expert review.

Ask the interviewees to consent on how often they think the action is carried out by the school:
4= Always, **3** = Often, **2** = not sufficiently, **1** = rarely, **0** = never.
Then, ask the secondary questions to elicit evidence and support to their already scored action. Record a summary of their answers in the Comments section.

#	Statements and *Secondary Questions*	4	3	2	1	0	Comments/notes
1	The school has a positive impact in the surrounding community. PCC1 *What do you suggest the school does to impact the surrounding further? How does this school compare to other schools?*						School having a positive impact on community
2	The school plans events that involve the community. PCC1 *Can you describe an event or events held by the school that involved the community?*						School involving the community in its events
3	I attend the events organised by the school. PCC1 *What makes you attend those events? What do they tell about the school?*						Parents attending school events
4	I am updated about the school events and the performance of its students. PCC1 *How does the school share its updates (media, seminars…)? What kind of upd…*						Parents updated about school events and student performance
5	The school and its staff contribute to the lives of its community members positively. PCC2 *Can you share an example of how the school or its staff helped the community?*						School & staff contributing positively to community
6	Community members and I are willing to support the school. PCC2 *Why or why not?*						Parents & community willing to support the school
7	The students volunteer to help the community. PCC2,CVS2 *Can you name some community-based events where students were involved or volunteered to help the community?*						Students volunteering to help the school

Figure 2: The Instrument

Data Analysis

The survey data were analyzed using Microsoft Excel 365, with descriptive statistics such as mean scores and standard deviations calculated to summarize data trends and variability. To explore patterns more meaningfully, responses were grouped by country—Tanzania, Indonesia, and Kyrgyzstan—allowing for cross-country comparisons. Tables and bar charts were used to visually highlight differences in key aspects of school life quality, including extracurricular activities, student empowerment, school climate, communication with parents, and governance practices.

To evaluate the effectiveness of the ROOTS program, an exploratory factor analysis (EFA) was conducted using Principal Axis Factoring (PAF) with Promax rotation. This step was essential to confirm that the nine observation indicators reflected a single underlying construct—21st-century teaching and learning. Eight criteria guided the EFA: (1) Kaiser-Meyer-Olkin (KMO) measure to assess sampling adequacy, (2) Bartlett's test of sphericity for statistical significance, (3) inter-item correlation matrix to examine item relationships, (4) communalities, (5) variance explained, (6) factor loadings, (7) eigenvalues exceeding 1, and (8) scree plot for determining factor retention.

Following this validation, further descriptive statistics were used to examine how 21st-century teaching and learning practices were implemented across the three countries. Frequencies, percentages, means, and standard deviations were used to report findings. Visual tools such as charts and graphs were incorporated to improve understanding and readability of the results. Finally, effect sizes were calculated using Cohen's d to assess the magnitude of changes observed. According to Cohen's (1988) guidelines, d = 0.2 represents a small effect, d = 0.5 a medium effect, and d ≥ 0.8 a large and practically meaningful effect. These analyses enabled a clearer interpretation of the ROOTS program's impact on teaching and learning practices across diverse educational settings.

RESULTS

This section presents the findings from the Parent-School-Community Partnership initiative implemented across NAMA Foundation-supported schools in Tanzania, Indonesia, and Kyrgyzstan during 2021 and 2022. The results are drawn from longitudinal survey data collected from students and parents, alongside school documentation and community interviews. The analysis focuses on four key dimensions of engagement: parental involvement in school-related activities, compliance with school regulations, schools' proactive engagement with families and communities, and overall school-community support. Comparative data from 2021 and 2022 reveal positive trends in all three countries, with particularly strong improvements observed in Kyrgyzstan and Indonesia. Despite these gains, disparities remain between parent-reported perceptions and the actual documentation and structures in schools, particularly in Tanzania. The results highlight both the progress made and the continuing challenges in establishing sustainable and structured parent-school-community partnerships. These findings provide a foundation for identifying areas requiring further support and strategic intervention.

Parents-School-Community Partnership in Kyrgyzstan

Figure 3 compares average scores for four dimensions of parent and community engagement in schools for the years 2021 and 2022. Here's a summary of the

results: Parents checking school work, providing resources, and attending meetings/events improved from 2.2 in 2021 to 2.6 in 2022. Parents complying with school regulations and paying fees increased significantly from 1.5 to 2.2. Schools' active and frequent involvement with parents and community rose from 1.7 to 2.3. School-community support and engagement remained unchanged at 2.1.
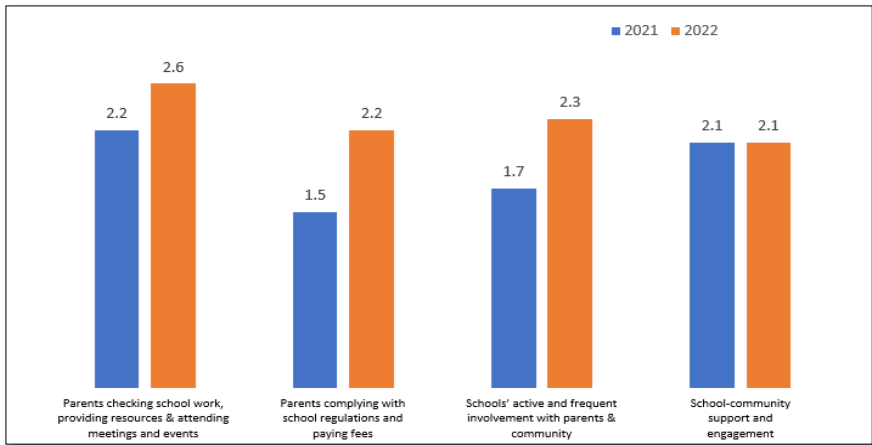

Figure 3: Parents-School-Community Partnership in Tanzania

While parent engagement and school-community collaboration showed overall improvements in most areas from 2021 to 2022, there is still a disconnect between parent-reported perceptions (as reflected in the 357 questionnaires) and actual school documentation, which showed limited structured platforms for engagement. Although community interviews also reflected some positive trends, the majority of schools remained in Band 1, suggesting minimal structured or sustained progress in institutional practices.

Averages for parent engagement and feedback with regards to the school seem very positive with data obtained from 357 parent questionnaires, however, this performance does not correlate with the documentation data provided by the school since in general very little data with regards to parent engagement and platforms for engagement consist in the school. Overall, the feedback from the community interviews also showed some positive trends but the majority of schools still performed within band 1.

Trends in Kyrgyzstan's Parents-School-Community Partnership

Figure 4 shows a comparison of average scores in four key areas of parent-school-community engagement between 2021 and 2022. The results indicate clear improvements across all dimensions: Parents checking school work,

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providing resources, and attending meetings/events increased significantly from 2.4 in 2021 to 3.2 in 2022, showing stronger parental involvement. Parents complying with school regulations and paying fees rose from 2.3 to 2.8, indicating improved parental cooperation and accountability. Schools' active and frequent involvement with parents and community improved from 1.9 to 2.8, reflecting greater school-initiated engagement. School-community support and engagement also increased from 1.8 to 2.7, suggesting enhanced collaboration and mutual support.
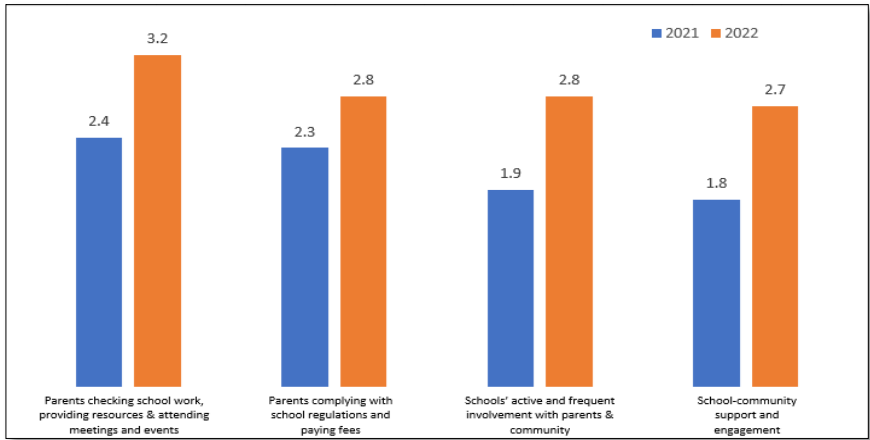

Figure 4: Parents-School-Community Partnership in Kyrgyzstan

The results demonstrate a positive upward trend in parent and community engagement with schools from 2021 to 2022. These gains suggest that efforts to improve partnerships and communication are yielding results, although continued investment in sustainable structures and consistent practices remains essential to maintain progress.

Trends in Indonesia's Parents-School-Community Partnership

Figure 5 compares average scores across four dimensions of parent and community engagement in schools between 2021 and 2022. The data reflects steady improvement in all areas: Parents checking school work, providing resources & attending meetings/events increased from 2.5 in 2021 to 2.8 in 2022, indicating greater parental involvement in their children's education. Parents complying with school regulations and paying fees also rose from 2.5 to 2.8, showing improved parental responsibility and cooperation. Schools' active and frequent involvement with parents & community improved significantly from 2.1 to 2.8, reflecting enhanced school efforts to engage stakeholders. School-community support and engagement increased from 2.1 to 2.7, suggesting a stronger partnership between schools and the broader community.
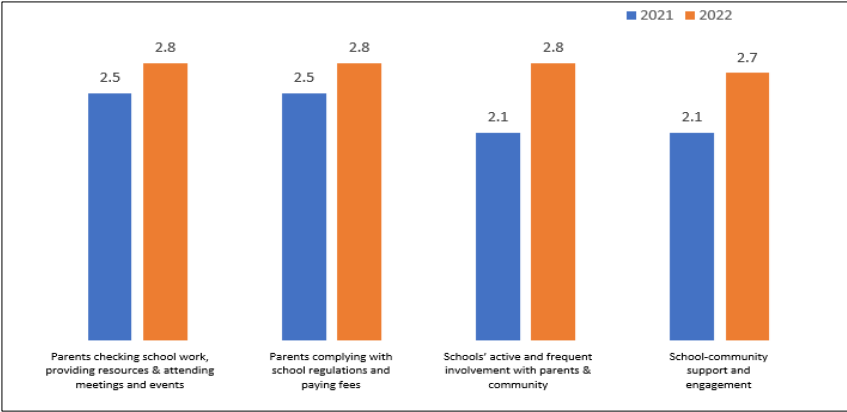
Figure 5: Parents-School-Community Partnership in Indonesia

The results demonstrate encouraging progress across all engagement indicators from 2021 to 2022. The most notable improvements are in school-initiated community involvement and mutual support, highlighting a shift toward more structured and proactive collaboration between schools, parents, and communities.

DISCUSSION

The Parent-School-Community Partnership initiative, implemented by the NAMA Foundation in Tanzania, Indonesia, and Kyrgyzstan, aims to strengthen collaboration among families, schools, and communities. The initiative recorded notable progress between 2021 and 2022, with significant improvements in parental engagement, school-community collaboration, and structured school initiatives. Data were collected using longitudinal surveys from 63 schools and 357 parent responses, offering insights into evolving trends in engagement and perception.

In Tanzania, although slight improvements were observed in parental engagement, average scores remained modest, and most schools still fell within Band 1, indicating underdeveloped engagement structures. Kyrgyzstan showed the most substantial gains, with parental involvement in school work rising from 2.4 to 3.2 and school-community support improving from 1.8 to 2.7. Indonesia demonstrated steady progress across all indicators, with active school engagement rising from 2.1 to 2.8.

Despite positive feedback from parents and community interviews, a gap persists between perceived engagement and actual school documentation, which often lacks systematic records or platforms for parent involvement. Overall, the initiative shows encouraging momentum, especially in Kyrgyzstan and

Indonesia. However, further investment is needed in infrastructure, communication strategies, and leadership development to ensure sustainable and inclusive parent-school-community collaboration.

The findings from the Parent-School-Community Partnership initiative in Tanzania, Indonesia, and Kyrgyzstan indicate encouraging improvements in parental engagement and school-community collaboration between 2021 and 2022. These results align with much of the existing literature, which emphasizes the transformative impact of effective partnerships on student outcomes.

In Kyrgyzstan, the increase in parent involvement and school-initiated engagement (e.g., average scores rising from 2.4 to 3.2 for parental support and from 1.8 to 2.7 for community collaboration) echoes the findings of Shamatov (2023) and Stanley & Gilzene (2022), who emphasize the role of school leadership in building trust and supporting parental capacity through training. These studies assert that strong leadership and inclusive practices are essential in post-Soviet contexts where formal bureaucratic systems previously limited community roles. Similarly, Medina et al. (2020) support the idea that community organizations can function as vital bridges between families and schools, a concept reflected in Kyrgyzstan's relatively high parental survey participation.

Indonesia's results show steady progress in all engagement indicators, with notable improvements in schools' active outreach (from 2.1 to 2.8) and parental compliance with school rules (from 2.5 to 2.8). These findings reinforce earlier observations by Yantoro & Istofa (2020), who reported that Indonesian school principals value family involvement but often lack resources and training to implement engagement strategies effectively. The NAMA initiative's structured interventions and coaching support likely helped address this gap, as echoed in the literature by Virador (2023), who stressed that targeted support for school leaders enhances partnership practices. Moreover, Octastefani (2022) noted the shift to digital engagement during the pandemic, which likely contributed to Indonesia's advances, especially as parents became more comfortable with online communication tools.

In contrast, Tanzania's modest improvements (e.g., parental involvement rising from 2.2 to 2.6) and stagnant performance in community engagement (constant at 2.1) reflect persistent infrastructural and communication challenges. These results are consistent with the work of Tieng'o (2020) and Kiure (2023), who noted that school-community efforts in Tanzania are hindered by socioeconomic constraints and weak governance frameworks. Additionally, Ndibalema (2022) highlighted how cultural barriers and systemic exclusion—especially among pastoralist communities—limit meaningful participation. Despite community goodwill, the study confirms that most Tanzanian schools still lack structured platforms for regular engagement, as suggested by the limited supporting documentation noted in the NAMA assessments.

Across all three countries, there remains a significant discrepancy between parent-reported perceptions and actual school data—a phenomenon observed by Eden (2024), who emphasized that without transparent structures, engagement remains superficial. Furthermore, while parents generally expressed positive views about schools, there was minimal evidence of formalized two-way communication, as advocated by Jorban (2024) and Hermanto & Pamungkas (2023). This suggests that while awareness and attitudes are improving, institutional practices must evolve to support sustainable, inclusive participation.

The present study supports existing literature on the value of parental engagement but also highlights a need for deeper systemic changes. Investment in leadership capacity, technology infrastructure, and culturally responsive strategies remains critical, particularly in Tanzania. By building on the current momentum, NAMA Foundation and its partners can foster more resilient and effective parent-school-community ecosystems.

CONCLUSION

This study highlights the evolving landscape of parent-school-community partnerships in NAMA Foundation-supported schools across Tanzania, Indonesia, and Kyrgyzstan from 2021 to 2022. All three countries recorded measurable improvements in parental involvement and school-community collaboration, with Kyrgyzstan showing the most significant gains. Indonesia demonstrated steady progress, particularly in school-initiated engagement and parent compliance, while Tanzania showed modest improvements, hindered by infrastructural limitations and lack of digital access. These patterns reflect broader findings in the literature, which emphasize the importance of school leadership (Virador, 2023), effective communication (Tonbak & Apaydın, 2021), and cultural responsiveness (Ndibalema, 2022; Ybyraimova, 2023) in fostering successful partnerships.

However, a persistent gap between parental perceptions and school documentation points to the need for more structured engagement platforms, clearer communication strategies, and ongoing monitoring. The implications of these findings are twofold: First, policymakers and education funders must prioritize investments in school leadership development, infrastructure, and community liaison roles to sustain and deepen engagement. Second, schools must move beyond one-way communication and embrace inclusive, participatory approaches that empower parents as co-educators.

Future research should explore the qualitative dimensions of engagement to better understand parents' lived experiences and the contextual barriers they face. Longitudinal studies tracking the impact of partnerships on student outcomes, especially in rural and underserved areas, would offer deeper insights into long-term effectiveness. Additionally, comparative research examining the role of technology, coaching models, and leadership support

across different socio-cultural settings could inform the development of scalable frameworks for inclusive school improvement. By addressing these areas, future initiatives can move from surface-level engagement to meaningful, sustained partnerships that contribute not only to academic success, but also to broader social development and community resilience.

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