



Findings on Early Childhood Development and Education (ECDE) in Kenya from Tayari Wave 3 Evaluation

Background

Tayari is an early childhood development and education (ECDE) program that is being piloted by RTI, in partnership with the Ministry of Education (MoE) in four counties in Kenya, namely: Laikipia, Nairobi, Siaya and Uasin Gishu. The pilot program runs between 2016 and 2018, with plans to scale up to other counties if found to be impactful. The African Population and Health Research Center (APHRC) is conducting an independent evaluation to measure the impact and cost-effectiveness of the Tayari program.

Data collection for the Tayari external evaluation is organized in two phases – Phase One and Phase Two. Each phase has two waves of data collection. Phase One which consisted of Wave One and Wave Two was conducted in 2016 while Phase Two which had Wave Three and Wave Four was conducted in 2017. Schools that were involved in data collection in Waves One and Two are referred to as Phase One schools. Those that participated for the first time in Wave Three will be referred to as Phase Two schools. Phase One schools participated in all four rounds of data collection (in 2016 and 2017) while

Phase Two schools were involved in the two rounds of data collection in 2017.

This briefing paper provides some of the key findings of the results from Wave Three. The third wave involved 598 schools, which was double the number involved in the first two waves (Phase One). A more detailed description of the Tayari Program can be found in the briefing paper, **'Findings on early childhood development and education (ECDE) in Kenya from Tayari baseline evaluation'** available on the APHRC website.

Key finding 1: School characteristics

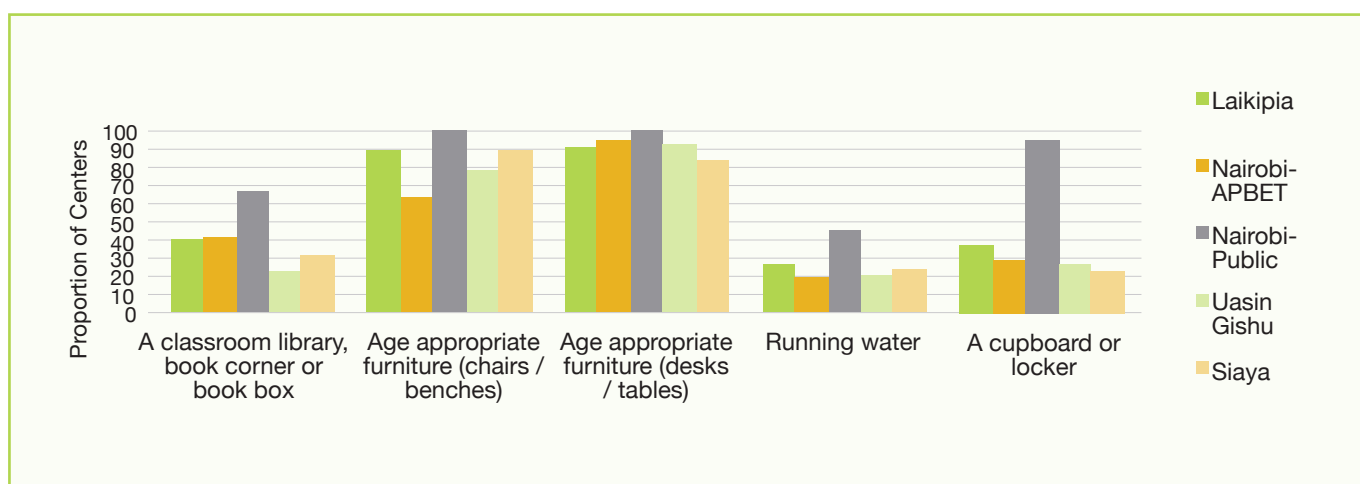
ECDE schools involved in first Tayari phase had similar characteristics to those involved in the second phase. More than 90% of the ECDE schools had age appropriate desks and tables for learners, while slightly fewer (84%) ECDE schools had age appropriate chairs and benches. Moreover, availability of age appropriate chairs and benches

varied significantly with 60% of APBET ECDE schools compared to 100% in Nairobi public schools.

Similar disparities were evident for other resources such as reading spaces and storage facilities. For instance, while 96% of public ECDE schools in Nairobi had cupboards and lockers to store books and other learning materials, about 30% of APBET ECDE schools and public ECDE schools in other counties had similar facilities. In addition, while 67% of ECDE public schools in Nairobi had reading spaces such as libraries and book corners, less than 35% of APBET ECDE schools and public ECDE schools in other counties had reading spaces.

Running water and learner text books were among the least available resources in all ECDE schools, with less than 30% of ECDE schools having running water. Similarly, learner-textbook ratios were generally very low for both public and APBET ECDE, with an average learner text book of 1:5 for both numeracy and literacy text books and 1:27 for life skills text books. However, learner-textbook ratios were disproportionately low in Siaya county compared to other counties with ratios of about 1:18 for literacy and numeracy text books and 1:55 for life skills text books.

Figure 1: Availability of facilities by county



Key finding 2: Teacher characteristics

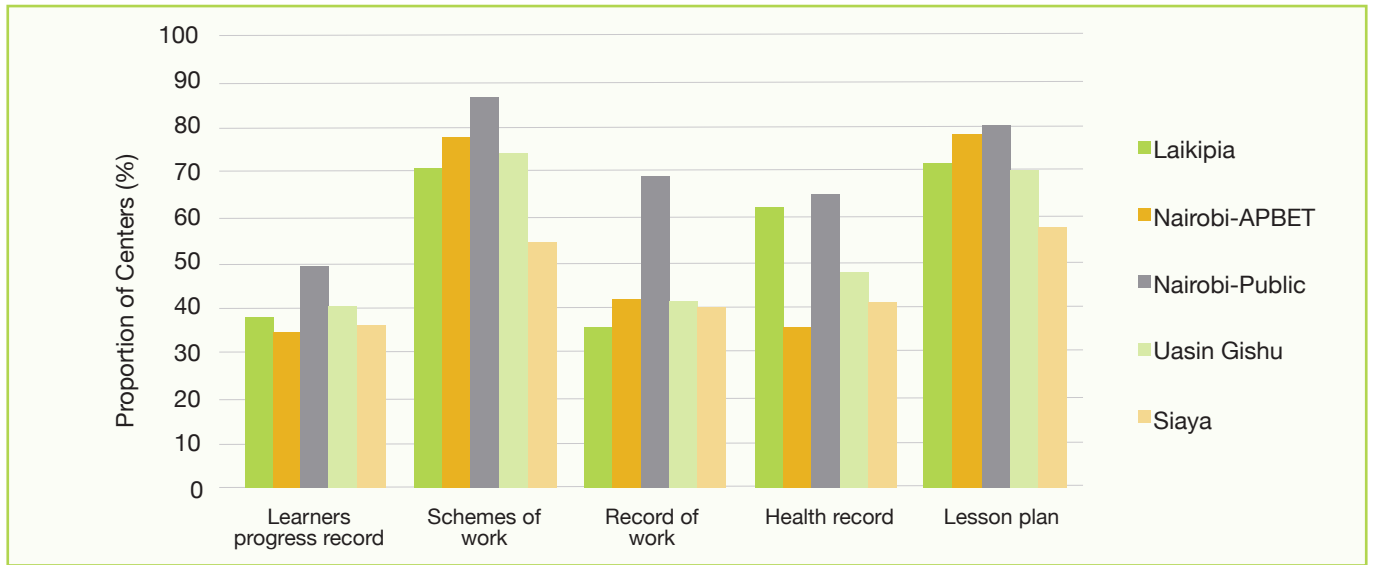
Characteristics of teachers involved in both Tayari phases were generally similar. More than 70% of ECDE teachers in both public and APBET ECDE schools had college education, while 25% had secondary education and less than 5% had primary education as the highest levels of education.

About 2 in 10 teachers in public ECDE schools and 3 in 10 teachers in APBET ECDE schools lacked any form of pre-service teacher qualification. About half of ECDE teachers in both public and APBET ECDE schools had a certificate and about a third had diploma teaching qualifications. Teachers in public ECDE schools had on average 12 years teaching experience, which is about double the experience

of teachers in APBET ECDE schools. Moreover, about only 3 in 10 head teachers in public and APBET ECDE schools had undergone management training.

More than 70% of the teachers in both public and APBET ECDE schools kept schemes of work and lessons plans. However, in both public and APBET ECDE schools about 45% of teachers maintained records to monitor the health of learners and only 38% kept records to monitor learners' progress. Public ECDE schools in Nairobi had the highest number of available records in the classroom compared to ECDE schools in other counties.

Figure 2: Availability of records in the classrooms



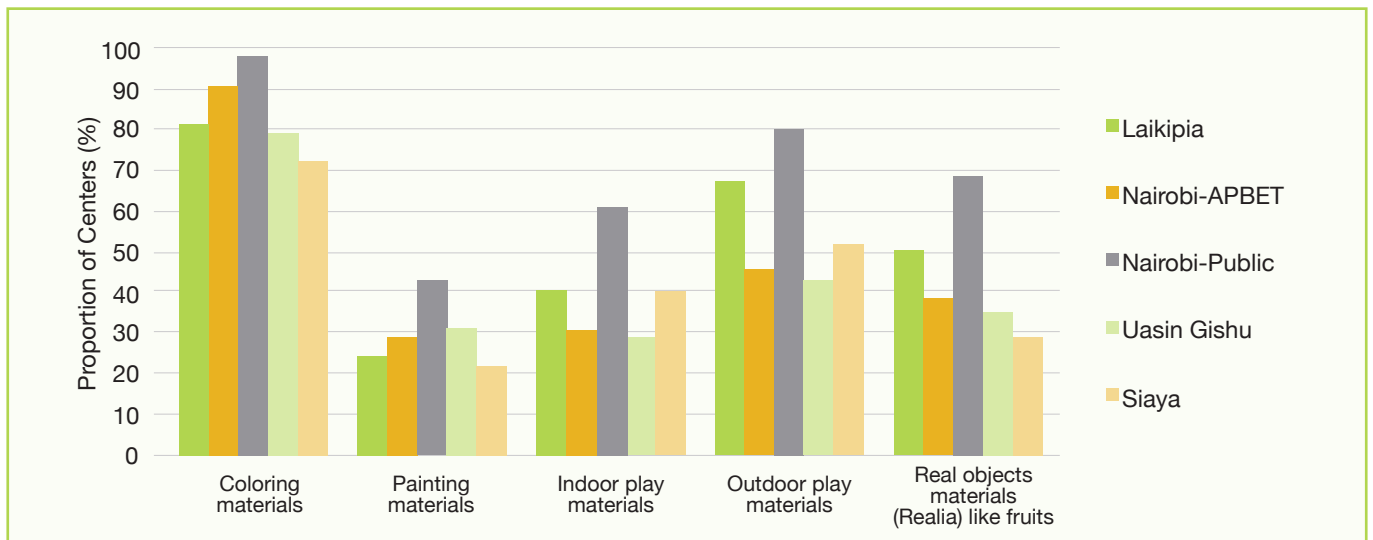
Key finding 3: Classroom characteristics and experiences

Teaching methods that focused on the whole-class were most dominant, taking up more than half the lesson time for both numeracy and literacy lessons. Methods that focused on individual learners took about 20% of the lesson time, while about 6% and 15% of the lesson time was used in other engaging methods such as group work and role play for literacy and numeracy lessons respectively. Moreover, about 10% of the classroom time was spent on activities where the teacher was not focused on learners. This was the case regardless of the type of ECDE center (public or APBET), county or duration of participation in the Tayari program.

Teachers may however be challenged in varying classroom activities due to lack of adequate play and learning materials to vary teaching styles as illustrated in Figure 3 below.

With the exception of APBET ECDE schools, where schools involved in both phases had more play and learning materials compared to those involved in Phase 2 only, public ECDE schools had on average the same proportion of play and learning materials regardless of the length of involvement in the Tayari program.

Figure 3: Availability of play and learning materials in classrooms by county

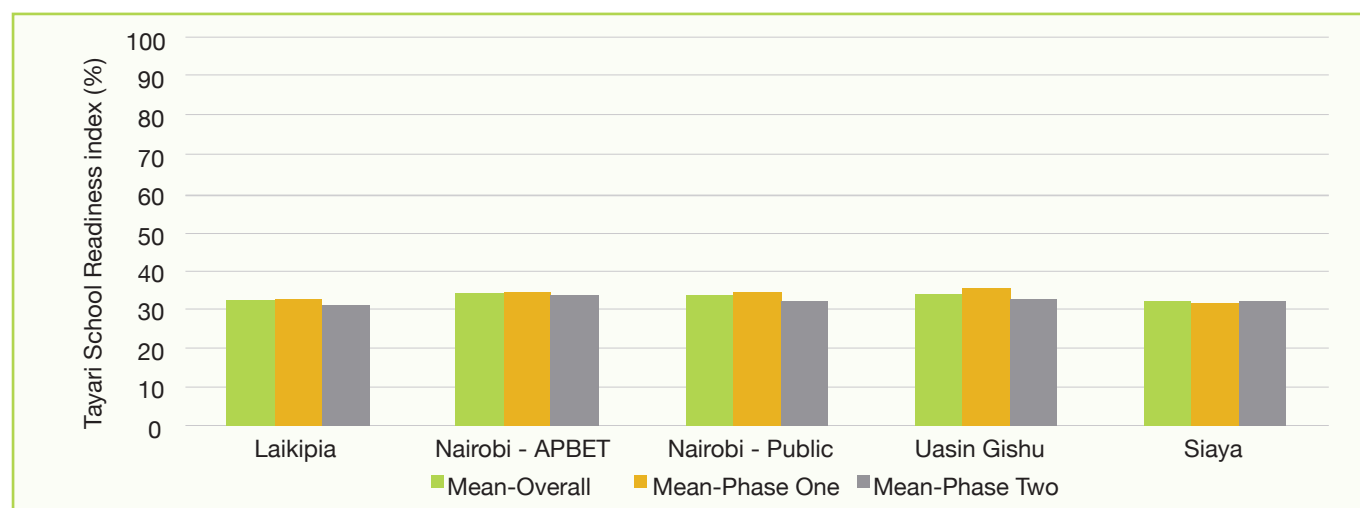


Key finding 4: School readiness by county

School readiness was measured using a school readiness index, which is a weighted percentage score based on 10 groups of items in the direct assessment administered to learners. Generally, the average school readiness score for learners was slightly higher for schools involved in both phases of the Tayari study as illustrated in Figure 4 below. In

Siaya county however, the school readiness score was lower for ECDE schools that had been involved in both phases of the study. Moreover, school readiness for schools involved in both phases ranged between 31% and 35%. This suggests that the learners possessed slightly more than a third of the skills assessed by the direct assessment test.

Figure 4: Schools readiness by county and duration in Tayari



Recommendations

- Disparities in availability of resources, including learning and play materials, learner text books and storage facilities in ECDE schools should be addressed to reduce the gap between public ECDE schools in Nairobi and those outside Nairobi as well as APBET ECDE schools. This will help provide learners across geographic and socio-economic divides with equal opportunities to benefit from quality ECDE services.
- ECDE schools can play a critical role in promoting hygienic practices among learners by ensuring the availability of running water. This is also a cost-effective way of ensuring regular school attendance by reducing infection-related absenteeism among learners.
- Given that 20% to 30% of ECDE teachers have not undergone pre-service training on ECDE, it is important to prioritize in-service training for teachers. Minimum requirements for becoming an ECDE teacher should include ECDE training. Specialized ECDE training for teachers is important for enhancement of varied teaching styles and use of different materials in facilitating learning and development among young children.
- It is also important for ECDE head teachers to attend in-service training on ECDE management so that they are adequately equipped to manage the schools and monitor the effectiveness of their teachers in enhancing learners' development.

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For more information go to www.aphrc.org



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