

Testing two approaches to engaging parents of pre-primary students in Kenya

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Photos source: K. King RTI International

Background: The Tayari Programme

Develop a tested, scalable and cost-effective ECE model to increase the school readiness skills of pre-primary children in Kenya

Core components of the program:

- Development of instructional materials for teachers and students
 - Teacher training and ongoing classroom support for teachers
 - Promoting improved hygiene practices, water treatment, and health record-keeping in schools
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- Program complemented by several small pilot studies to test and establish best practices

Purpose of the Parenting Pilot

To test **two different approaches to engaging parents in play-based activities at home** to promote their child's learning and development

Research questions

1. Is this approach to parent engagement programming feasible in the Kenyan context?
2. What delivery method is more effective in engaging parents in children's learning and their development in the home?

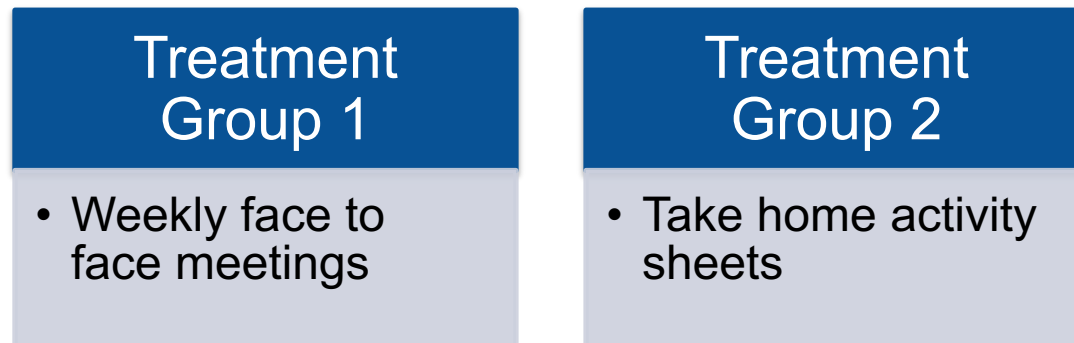


Photo source: K. King RTI International

Sample and Treatment Groups

Targeted parents of children in Tayari-supported PP1 and PP2 classes in:

- 10 schools (5 per treatment group)
- 3 counties (Uasin Gishu, Laikipia and Nairobi)
- Total: parents of 1,267 children



- Each treatment group had 2 urban, 2 rural, and 1 ABET (non-formal school in Nairobi County)
- Both groups received the same materials each week

Activities

Activity 1: Read Aloud

Targeted Skills: Oral language

Materials: Tusome Reader, Kiswahili Title

Description: Parents read aloud to child using prompts and reading strategies



Activity 2: Alphabet Hunt

Targeted Skills: Letter recognition

Materials: Alphabet wheel

Description: When parents and children find all letters in a book, they mark it on their wheel.

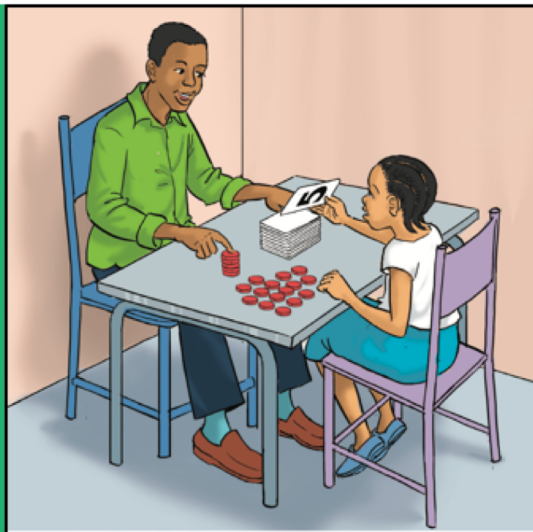


Activity 3: Counting Game

Targeted Skills: Number identification, counting

Materials: Number Cards and Counters

Description: children match the number on a card with counters.



Activity 4: Memory Game

Targeted Skills: Working memory

Materials: Picture cards

Description: Take turns flipping two cards to find a matching pair.



Data Collection

1. Participation
2. Engagement (frequency of use)
3. Satisfaction

Gooseberry

- Weekly SMS prompts to parents in both T1 and T2
- Series of 3 questions on attendance, frequency of use, and satisfaction
- Data collected from 411 parents

Attendance Data

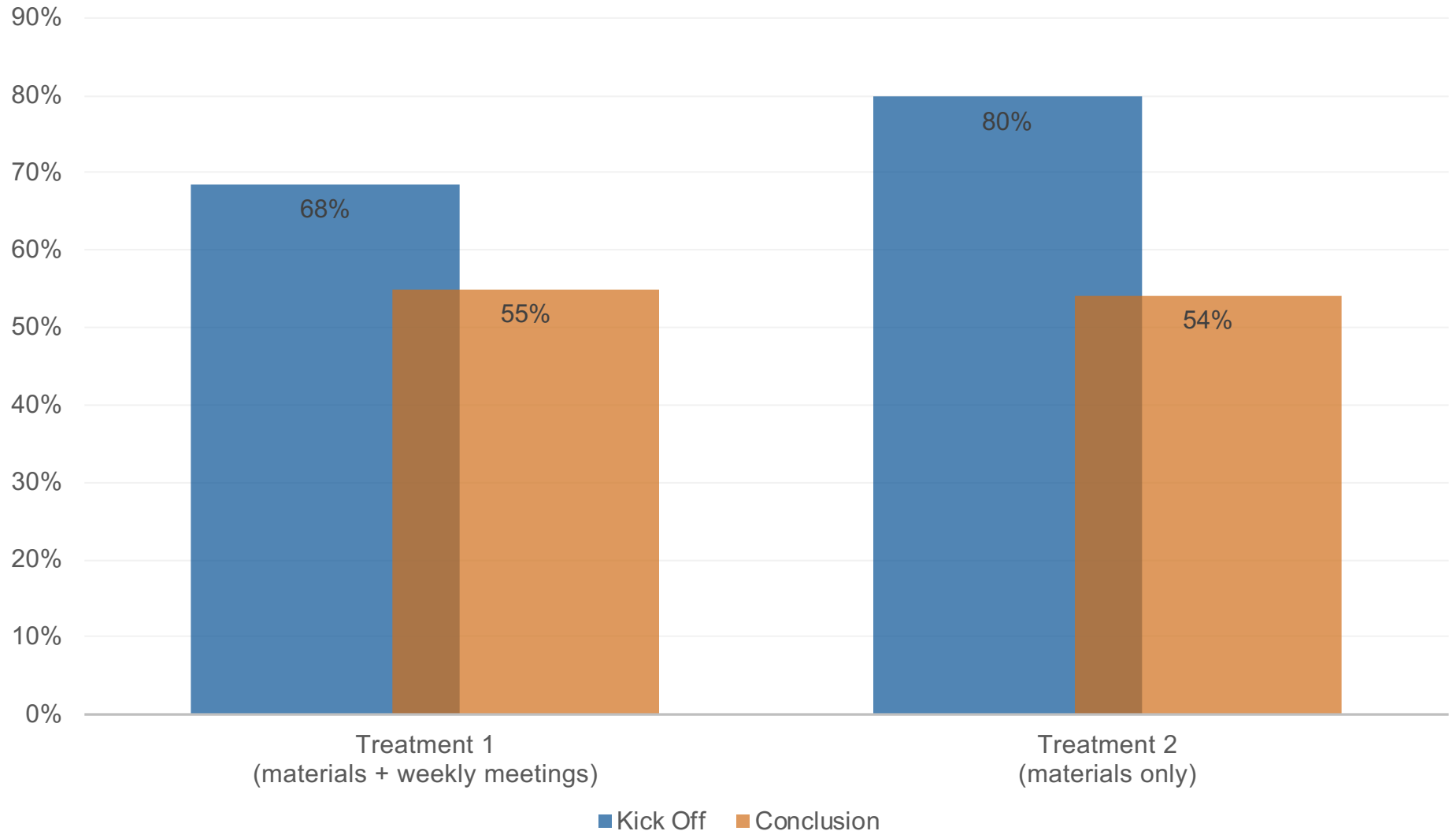
- Attendance data from kick off and conclusion workshops for both T1 and T2 (triangulated with data from SMS)
- Registration for T1 at weekly parent meetings

Anecdotal Feedback

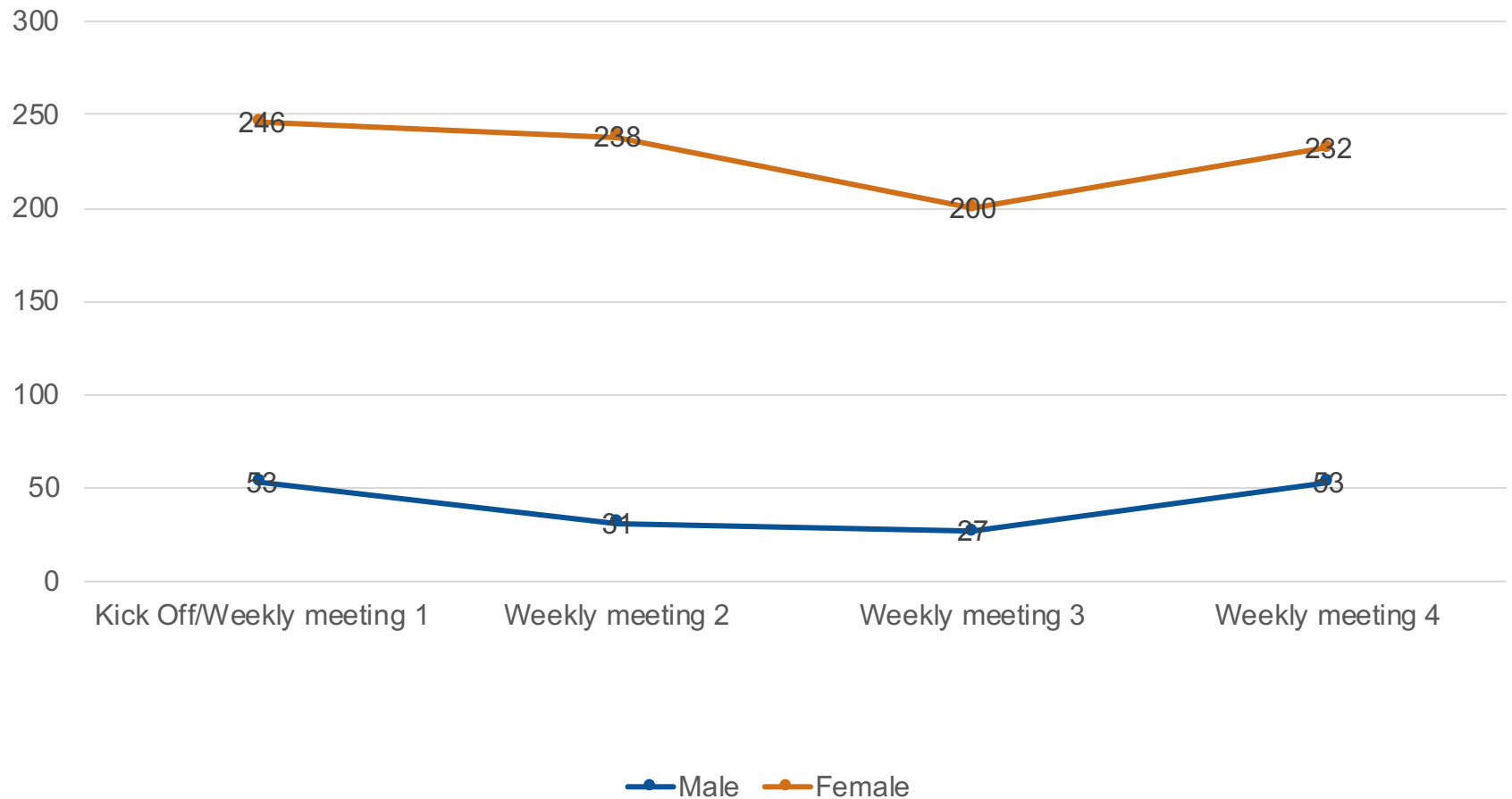
- informal interviews & discussions at conclusion meetings
- Facilitator weekly reports (T1)

Attendance/Participation

Average attendance rates (%) by treatment group at kick off and conclusion meetings



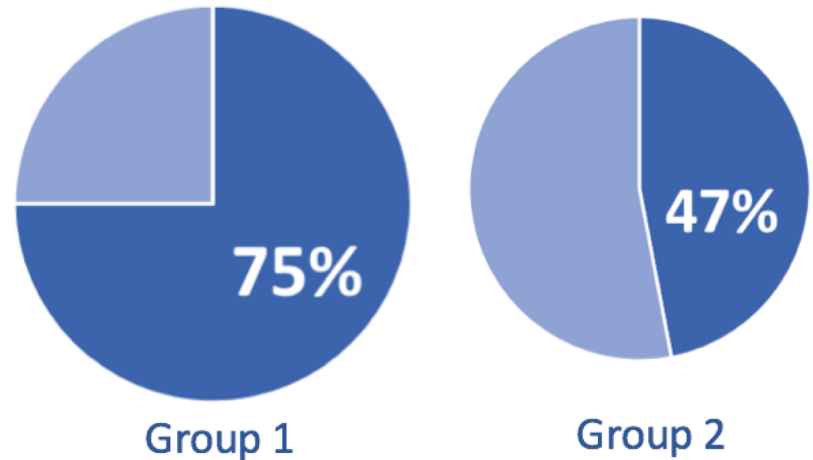
Treatment 1 total attendance at weekly meetings, M/F



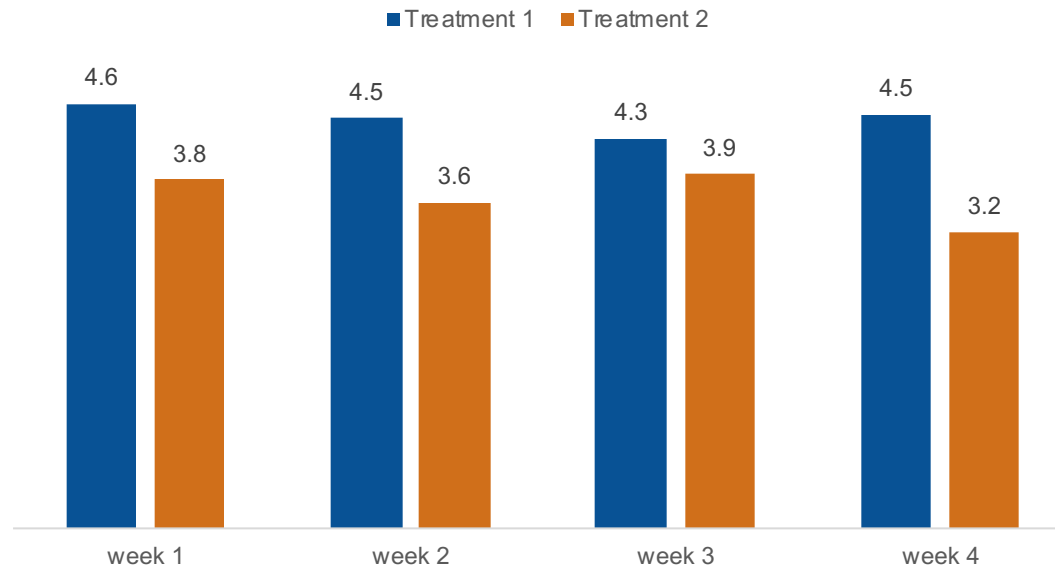
Engagement/Frequency of Use



% Parents using activities 4+ times per week

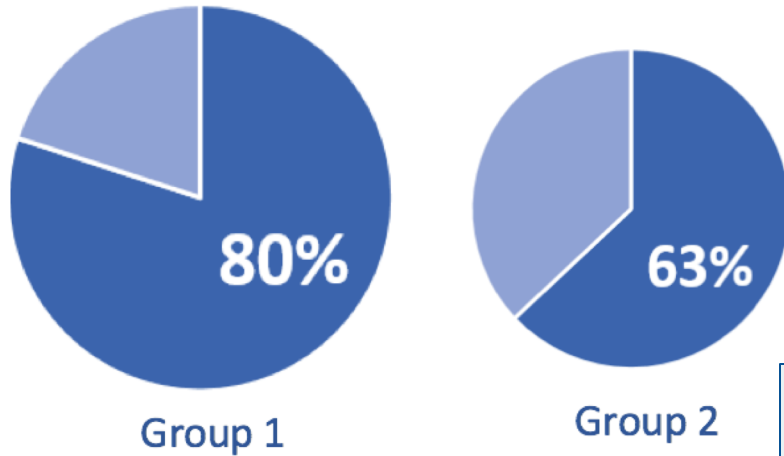


Average frequency of activity use reported by parents

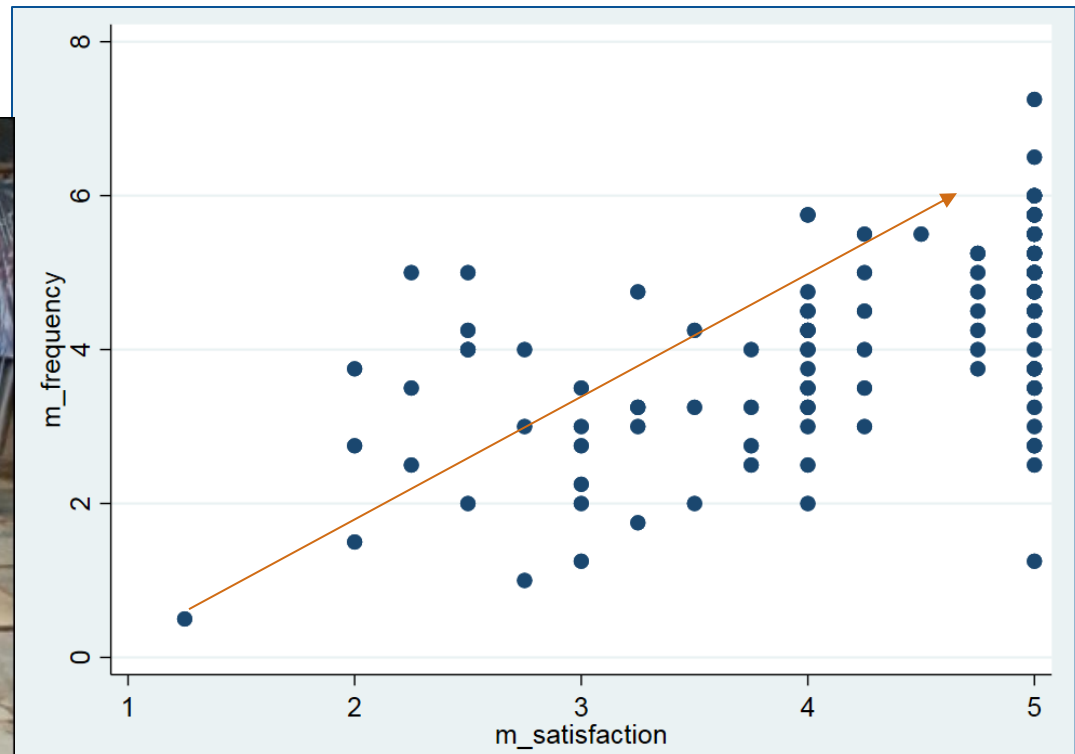


Results 3: Satisfaction

% Parents reporting “high satisfaction” with activities (4 or 5 out of 5)



Distribution of Parents by average satisfaction and frequency



Summary

Findings show that both approaches are feasible
Parents in T1 reported higher satisfaction with and more frequent use of activity packs with their children.



4 USD the average
cost per child for the parent
engagement program



3 in 4 parents gave
activities a very good rating or
higher

8 in 10 parents used materials
with children 3 or more times per
week



95% of parents who
started the program
attended additional
weekly meetings



Thank you!