Implementing ECDE in response to policy change and research evidence in Kenya.
CIES Conference 26th March 2018

Getting Children Ready for School
Devolution of ECDE in Kenya

➢ Kenya 2010 constitution devolved child care and pre-primary education [ECDE] as responsibilities of the 47 county governments.

➢ Policy environment emphasizes partnership between national and county governments, parents, and local communities.
Devolution: Opportunities and Challenges

**Opportunities**

➢ Budgetary allocation towards ECDE  
➢ Infrastructural  
➢ Increased access and participation

**Challenges**

➢ Governance arrangement  
➢ Equitable ECDE services  
➢ Quality of ECDE  
➢ Quality assurance and teacher support  
➢ Teacher management, number, and quality
Tayari Programme: Strengthening Devolution of ECDE

Objectives:
- Develop tested, cost-effective, affordable, and scalable ECDE model
- Provision of quality ECDE in four pilot counties and scale-up beyond
- Enable global update of tested, cost-effective, ECDE model based on Kenya’s experience
What does Tayari provide?

- Teachers’ guides
- Workbooks
- Supplementary materials
- Development using local resources
- Help in iterative development
- Assessment for learning
- Instructional materials aligned to national curriculum
- Teacher Training System
- Learning achievement monitoring
- Teacher/CHV support and supervision
- Model strengthens existing government system
- Coaching and mentoring
- ICT integration
- MoH support
- Improve child health
- Monthly support
<table>
<thead>
<tr>
<th>County</th>
<th>ECDE centers</th>
<th>Learners reached</th>
<th>Teachers trained</th>
<th>DICECES/ICS trained</th>
<th>CHAs</th>
<th>CHVs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAIROBI</td>
<td>213</td>
<td>9,562</td>
<td>398</td>
<td>23</td>
<td>38</td>
<td>76</td>
</tr>
<tr>
<td>NAIROBI APBET</td>
<td>304</td>
<td>15,455</td>
<td>633</td>
<td>22*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIAYA</td>
<td>652</td>
<td>39,280</td>
<td>1,264</td>
<td>31</td>
<td>41</td>
<td>131</td>
</tr>
<tr>
<td>LAIKIPIA</td>
<td>416</td>
<td>25,127</td>
<td>911</td>
<td>14</td>
<td>36</td>
<td>75</td>
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<tr>
<td>UASIN GISHU</td>
<td>491</td>
<td>27,219</td>
<td>1,030</td>
<td>28</td>
<td>32</td>
<td>84</td>
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<tr>
<td>TOTAL</td>
<td>2,076</td>
<td>116,633</td>
<td>4,236</td>
<td>108</td>
<td>147</td>
<td>364</td>
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</table>
Tayari Pilot: Capacity Assessment Study

➢ Tayari is designed to develop a “cost effective and scalable ECDE model that is learning coherent.”

➢ To sustain and scale up Tayari, counties should be able to operate this model

➢ The capacity assessment study sought to answer the question:

To what extent has the Tayari programme impacted on the institutional, organizational, and systemic capacity in the pilot counties?
Impact on Institutional Capacity

➢ Policies have not been aligned with the principles of devolution.

➢ Tayari provides technical support to the MoE in revising the 2006 Kenya ECD policy framework and Services Standards Guidelines. New integrated ECD policy set to be launch later this year.

➢ Provision on curriculum aligned instructional materials
Pilot counties hired more officers than non-pilot counties.

Despite a lack of scheme of service and an unclear policy on teacher management, the pilot counties hired more ECDE teachers compared to the non-pilot counties.

Tayari has influenced the number and qualification of staff hired with the aim of providing quality teacher supervision in the pilot counties.
Tayari Impact on System Strengthening

Before Tayari

➢ No system for teacher professional development
➢ No system for quality assurance, teacher support, and mentoring
➢ Little feedback on instructional practice and pedagogical improvement

In pilot counties, Tayari has modelled a teacher development approach, using:
➢ Tablets for effective supervision and coaching; and
➢ A dashboard for decision making based on data, which government systems are adopting.
Impact on Resource Allocation

<table>
<thead>
<tr>
<th>Expenditure item</th>
<th>Embu</th>
<th>Laikipia</th>
<th>Marsabit</th>
<th>Mombasa</th>
<th>Siaya</th>
<th>Uasin Gishu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>139.0</td>
<td>23.7</td>
<td>0.0</td>
<td>144.5</td>
<td>280.0</td>
<td>298.6</td>
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<tr>
<td>Instructional materials</td>
<td>16.0</td>
<td>0.0</td>
<td>3.0</td>
<td>50.0</td>
<td>0.0</td>
<td>10.0</td>
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<tr>
<td>Quality assurance</td>
<td>0.0</td>
<td>0.0</td>
<td>12.2</td>
<td>0.0</td>
<td>0.0</td>
<td>2.6</td>
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<tr>
<td>Teacher training</td>
<td>5.0</td>
<td>0.0</td>
<td>2.5</td>
<td>0.1</td>
<td>0.0</td>
<td>2.4</td>
</tr>
<tr>
<td>Teacher support</td>
<td>2.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.7</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Health and nutrition</td>
<td>0.0</td>
<td>0.0</td>
<td>33.5</td>
<td>219.8</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total (KES millions)</td>
<td>162.0</td>
<td>23.7</td>
<td>51.2</td>
<td>415.2</td>
<td>280.0</td>
<td>313.6</td>
</tr>
<tr>
<td>Per learner costs (KES)</td>
<td>3,392</td>
<td>351</td>
<td>1,357</td>
<td>17,235</td>
<td>1,653</td>
<td>2,677</td>
</tr>
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</table>

Counties’ ECDE budgets were heavily focused on infrastructure rather than instructional materials and teacher support, which would have larger and more long lasting impact on learning performance.
Conclusion

➢ More attention to process quality, less on structural improvement
➢ Prioritize provision of instructional materials
➢ Provide opportunities for teacher ongoing training
➢ Strengthen classroom supervision and support through coaching especially in APBET

Devolution allows opportunity to improve access, quality, and equity in ECDE, but initial cost of adopting a quality model may require external support
Thank you
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