System sustainability for quality ECDE in Kenya
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Dr. Sam Ngaruiya

Tayari: Getting Children Ready for School
Kenya ECDE Context

- GER ranges from 20.7% (Mandera) to 113% (Samburu)
- NER ranges from 19.2% (Mandera) to 98% (Isiolo)
- Only 4/10 teachers trained (regular)
- Number of centres (public: 24,768; private: 15,443)
- Under age (13%) and over-age (21%) enrolment
Six factors for effective scale up:

1. Incorporate scaling-up considerations in planning
2. Build and strengthen capacity of implementers
3. Carry out ongoing M&E of stakeholder perspectives and understanding of the programme;
4. Affect policy, decisions, and changes in institutional infrastructure
5. Build linkages and partnerships
6. Leverage the allocation/reallocation of resources to sustain change
Assessing capacity of counties to scale up Tayari model - Qualitative study

Research questions:

1. Does the county have management structures and appropriate staffing to support scale up and sustainability of a Tayari model?

2. What are the monitoring systems to support teacher training and support supervision?

3. What financing mechanism and budgetary allocations exist to impact scale up and sustainability of Tayari model?
Management structures and appropriate staffing to support scale up and sustainability of a Tayari model

**Strength**: Most Counties have established ECDE departments with management structures from county to ward level

**Key gaps and challenges to be addressed:**

✓ County allocation of human resources vary widely
✓ Unclear policy on qualification of ECDE officers
✓ Teacher management issues
✓ ECDE centre Management committees
Monitoring system to support teacher training and support supervision?

Gaps:

❖ Lack of regularly scheduled support supervision and measuring of learning outcome in non-pilot counties.

❖ In non-pilot counties, little feedback given to teachers or ECDE managers at county headquarters in terms of instructional practice and pedagogical improvement.
Financing mechanism and budgetary allocations to inform scale up and sustainability

**Strengths:**
Comparatively, funding for ECDE is higher than before devolution

Sources of funding for ECDE include:
1. National Government (block grants for county education)
2. County revenue
3. Parents
4. Donors and NGOs
## Financing mechanism and budgetary allocations to inform scale up and sustainability

### Priority Expenditures by County

<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>
</tr>
<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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<td>Quality assurance</td>
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<td>0.0</td>
<td>12.2</td>
<td>0.0</td>
<td>0.0</td>
<td>2.6</td>
</tr>
<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><strong>Total (KES millions)</strong></td>
<td><strong>162.0</strong></td>
<td><strong>23.7</strong></td>
<td><strong>51.2</strong></td>
<td><strong>415.2</strong></td>
<td><strong>280.0</strong></td>
<td><strong>313.6</strong></td>
</tr>
<tr>
<td><strong>Per student (KES)</strong></td>
<td><strong>3,392</strong></td>
<td><strong>351</strong></td>
<td><strong>1,357</strong></td>
<td><strong>17,235</strong></td>
<td><strong>1,653</strong></td>
<td><strong>2,677</strong></td>
</tr>
</tbody>
</table>
Beyond the Pilot
Demand vs. Capacity

Why scale up the Tayari model?

1. High demand by non pilot counties
2. Tayari is achieving the desired school readiness outcome
3. Access to high quality ECDE programme is beneficial to all
4. Transition from external technical support to government support may require donor support
Beyond the Pilot counties need to invest in?

1. Instructional materials [teachers guide and learner workbooks]
2. Teacher training, on at least a term basis
3. Classroom teacher support and mentoring
4. Regular monitoring of learning and evaluation
5. Simple but high impact child health intervention
Ideas for Scale up and Sustaining Tayari Model

- Identification of counties that meet minimum criteria
- Sensitization and mobilization of stakeholders
- Phased approach – depending on resources available, identified counties can implement the model in phases
- County focused planning and budgetary allocation – a balancing act to temper structural quality with process quality. Call for re-directing of existing resources to quality improvement
Tayari Proposed Scale up and Sustainability Plan

YEAR 1

- Preparation: 6 months
  - Identification of counties
  - Sensitization and resource mobilization
  - Development and approval of instructional materials

YEAR 2

- Implement Tayari with technical support in half of centres
  - County matching fund
  - County take over
- Assessment for learning and of learning
- Training and capacity building of county staff

YEAR 3

- County take over first 1\textsuperscript{st} half centres without external support
- Implement in remaining centres with external technical support
- Take over all centres in year 4
Conclusion: Sustainable ECDE System

Scaling up Tayari is imperative to institutionalize:

- Use of high-quality instructional materials to improve curriculum delivery.
- Ensure continuous teacher development and support to improve teacher quality and learning outcomes.
- Child centered and child-friendly learning approach that integrate healthy behaviours leading to improved learning outcomes and.
- Improved school readiness competencies and life long learning.
Thank You!

For more information send us an email: info@tayari.rti.org