



Tayari

Success Stories

Contents

1. Introduction.....	1
2. Tayari Inspires the Harambee (Community Self-Help) Spirit in Schools.....	2
3. The Double Advantage of Tayari	4
4. Effective Mentorship Generates Good Results.....	7
5. An appropriate Picture Can Be a Catalyst To Children's Interest in Learning.....	8
6. A Star in the Hovel.....	10
7. Special-Needs Education Mainstreaming in Tayari.....	11
8. Efficiencies Reinforced by Tangerine-Based Technology.....	12
9. 'I Am Finally a Teacher'.....	14
10. Transforming Learning Through Print-Rich Classrooms.....	15
11. Handwashing Practice Saves a School from Closure.....	16

Introduction

Tayari Early Childhood Development Programme

'Tayari', a Swahili word meaning 'ready', aims to increase the proportion of pre-primary children transiting to primary school with requisite school readiness competencies. The expected result of the Tayari pilot program is improved learning outcomes. The program impacts approximately 130,000 children in 2,200 early childhood centers in Kenya within four selected counties, namely: Uasin Gishu, Laikipia, Nairobi and Siaya. Tayari implemented the pilot program over four years by working with government officers to strengthen the existing pre-primary system.

This compilation of Tayari success stories has been documented by the staff who implemented the program implementing staff. The success stories demonstrate the impact the program has had on its beneficiaries and highlights their experiences. It contains stories from teachers (who are the real classroom implementers), coaches and Sub-County Early Childhood Development and Education officers that have seen how Tayari has positively influenced teachers, learners and the larger community.

The success stories cover various topics, ranging from how Tayari has inspired communities, benefited teachers, catered for special needs learners and infused technology into implementation. They also outline how health and education are effectively integrated within schools. Each story is unique and is vividly described.

One of the authors likens Tayari to a volcano: "It lies low but when it erupts, the impact is great!" We hope that you enjoy reading this collection of stories as much as we enjoyed implementing the program.

The Tayari team



Preschool children taking a language lesson under a tree.

Tayari Inspires the Harambee (Community Self-Help) Spirit in Schools

By Harrison Kamau, Tayari Field Officer, Laikipia

Community capacity building and mobilisation must align with the principle of the felt needs of people within the community. This principle has been witnessed to successfully work at Kandutura Primary School, a Tayari school. This school is located in Sosian Ward in Laikipia County. Sosian Ward is one of the driest areas in Laikipia County and most of the population is made up of the Turkana community. This community's main way of life is through pastoralism, or nomadic herding of livestock. Due to this lifestyle, families in Kandutura area typically live in semi-permanent houses and their children learn under trees.

Before the inception of the Tayari intervention, this community had no idea of the benefits of community participation in development projects. This situation was especially profound in matters having to do with early childhood development and education (ECDE). Children in many ECDE centres in the ward were learning under trees, enduring the discomfort of the blowing dry wind and scorching sun. In addition, teachers were unable

to display materials or to develop 'learning corners' where children could explore various ideas and objects independently. This state of affairs made it difficult for children to enjoy experiential learning, since they had no opportunity to learn through discovery by manipulating materials.

A community sensitisation and awareness program undertaken through the Tayari programme has seen the same community gaining a new understanding of their role in their own development. These sensitisation sessions, organized as review meetings for all schools assigned to the cluster, were conducted every term. They were designed for the head teachers and the Centre Management Committee members and were led by the Tayari staff and the sub-county Early Childhood Coordinators. The approach was to both mobilise communities and build their capacity, with a focus on the felt needs of the community.

This approach helped the community overhaul their understanding of progress, that is, they can be their own drivers for change. As a result, they have voluntarily

provided classroom-construction resources such as iron sheets, poles, nails, etc. But even more encouraging is their participation in actual construction of the needed classrooms.

As a result, children attending Kandutura Primary School no longer learn under trees but instead are receiving developmentally appropriate teaching and learning moments in a conducive classroom. Moreover, this story of Kandutura Primary School is not the only one being told in the ward. Community involvement is making a difference in other schools of the ward, such as the Ngoisusu, Maundu Meri, Ngiloriti, and Mathanji early childhood centres.

*Kandutura Primary School:
Pre-primary 1
classroom under
construction
following
community
sensitisation.*



Readily constructed classroom: construction materials and labour services provided by the community



The Double Advantage of Tayari



A teacher modelling a language lesson during a cluster meeting.

By Daniel Ong'ijo, Tayari Field Officer, Siaya

Enrolment, in any school, is a key factor determining the future of the learning institution. Ndere Aling'a Primary School, located in West Yimbo Ward, Siaya County, is one of the Tayari schools. The classrooms available for early childhood education are in poor condition, forcing preschoolers to attend their classes in one room that is an extension of an adjoining church. There is only one teacher – Anne Onyor – who attends to baby class (age 3) and pre-primary 1 and 2 (age 4 and 5, respectively) in a combined classroom.

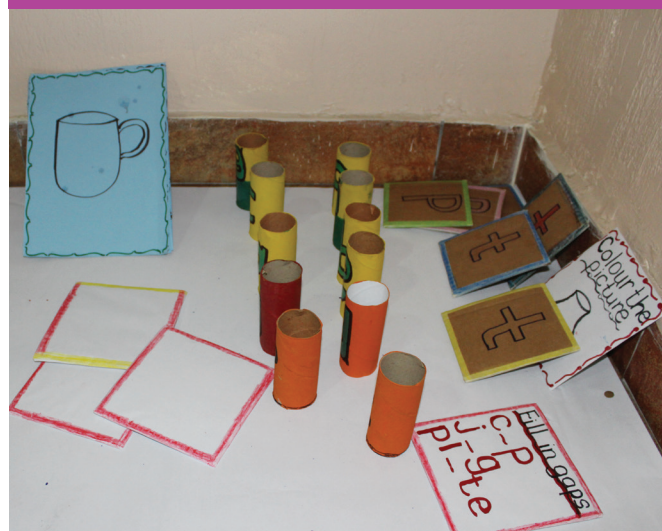
Teacher Anne was new to the school at the beginning of 2016. She was untrained, and therefore lacked knowledge and skills for implementing the preschool curriculum. For example, she rarely taught letter names or number counting. Instead, she guided learners to sing the whole day. This lack of attention to teaching new skills led parents to transfer their children to the neighbouring private centres. Teacher Anne grew very worried that the centre would have to shut down due to the sharp decrease in the number of pupils. Since this was her only source of income, she felt it was imperative to do something differently – and soon – in order to secure her job.

As a blessing, the same year, Teacher Anne's school was identified by the Ministry of Education as a participating centre for the Tayari project. Teacher Anne seized this opportunity to develop herself professionally. She attended all the Tayari trainings. She made use of the sample resources provided by Tayari to develop her own learning materials. She also attended the school cluster meetings for Tayari teachers, where she developed skills in preparing professional records. Moreover, Teacher Anne took the initiative to sensitise and involve some parents in collecting or developing teaching and learning

materials, as trained by the Tayari project. By the end of the second term of 2016, she had started implementing active learning in her classroom. She had adequate, varied, and attractive resources well displayed on the walls of her classroom. For every lesson, she ensured learners got the opportunity to use and manipulate the resources. Word quickly spread around the village and parents started sending in more children to her school. By the end of the year, the preschool had accepted an additional 27 children, thus increasing its enrollment from 11 to 38.



Sample two- and three-dimensional resources made by the teacher and the parents during material development day



Teacher Anne's school was identified by the Ministry of Education as a participating centre for the Tayari project.

With continuous training and support in 2017, Teacher Anne gained experience and mastery and could mentor other teachers who were hired to meet the demand. By the end of the year, Ndere Aling'a Primary School had recorded a further enrolment increase of 42 additional children, for a total of 53 children in the preschool section. The head teacher of the school and the parents in the community have attributed the tremendous increase in enrolment to Teacher Anne's commitment and effort resulting from her participation in the Tayari project. Her engagement revived Ndere Aling'a school and assured its future. Also encouraging is that the turn of events has seen Teacher Anne climb the career ladder and become well established in the teaching profession. Teacher Anne told us, 'I am more than elevated and

impressed. The Tayari programme has been an eye opener. The continuous support by the coordinators has provided me an opportunity to acquire and practice more skills in early childhood development. I am anticipating more transformation not only to [Sic] me alone but also to [Sic] the preschoolers across the country and the entire world with the scale-up of the Tayari programme!'

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Effective Mentorship Generates Good Results



Learning corners and wall displays in pre-primary 1 classrooms.

Mariam Korir, Tayari Field Officer, Uasin Gishu

An effective mentoring relationship is characterised by mutual respect, trust, understanding, and empathy. This is a true mentorship story of two Tayari teachers, Margaret Rotich and Sheila Barsiari of Kimurgoi Early Childhood Development and Education (ECDE) Centre,

Sirikwa Zone. Both of these teachers participated in Tayari trainings in 2016 and 2017. Teacher Margaret was the first at her school to implement the active learning methodology. She developed materials to use in her classroom, and her lessons incorporated five ingredients of active learning (Materials, Manipulation, Choice, Language, and Support, abbreviated as

MAMACHOLASU*. Her professional records were neat and always updated. By contrast, Teacher Sheila's classroom had only a few materials and her records were not well prepared. But then Teacher Margaret received some additional Tayari training on mentorship and continuous lesson observation support. As a result, Teacher Margaret was able to mentor Teacher Sheila by sharing life experiences and wisdom, helping to develop materials, preparing schemes of work and lesson plans together, and brainstorming on ECDE strategies and activities together as per the ECDE syllabus and handbook.

Both teachers are now Star Teachers in Sirikwa Zone. They have been modelling lessons during cluster meetings for the zone. They make an effort to know, accept, and respect the goals and interests of their learners. They have established an environment in which learners can learn better. This was evident during a Tayari videography session, when the school was used to shoot training videos of lessons being taught. Both pre-

primary 1 and 2 learners were excellent in responding to questions and interacting in general, and the teachers demonstrated good control of their classrooms. Some teachers from other ECDE centres in both Sirikwa Zone and other zones have been visiting both teachers to learn from them.

*Reference:

MAMAMCHOLASU are ingredients of Active Learning.

MATERIALS for each child: it is important that a variety of interesting, locally available materials be provided.

MANIPULATION of those materials: children need to feel free to handle, explore and work with the materials.

CHOICE by the child of what to do with the materials: children need to be given opportunities to set their own goals and select materials to work with.

LANGUAGE from the child: they should be given opportunities to communicate verbally (talking) or non-verbally (gestures and body language) what they are doing during the activities or what they have done with the materials. Teachers can ask though provoking questions to the learners to extend their language.

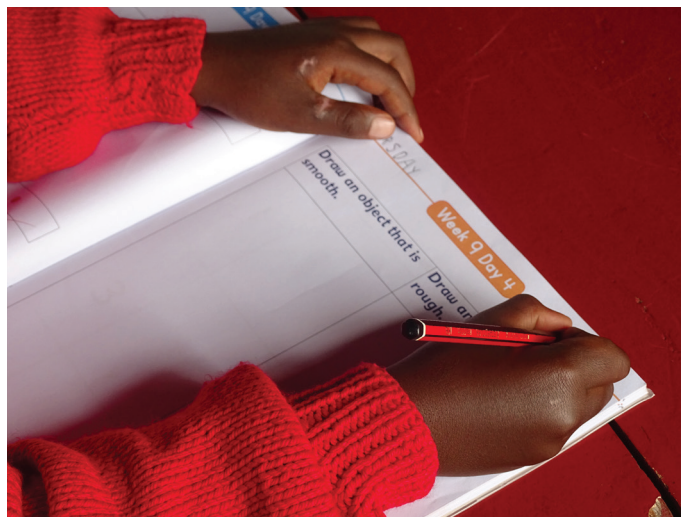
SUPPORT from the adult: teachers should encourage children's effort and help them extend or build on their work by talking with them about what they are doing or join in with their play and help them solve any problem. The teachers can also provide opportunities for extending learning.

One Appropriate Picture Can Be a Catalyst To Children's Interest in Learning

Peris Kaluki, Instructional Coach, Baraka Cluster, Nairobi

'I didn't know learning can be this interesting and learners can be motivated to this extent. It's true that a picture paints a thousand words, and it's evident learners are indeed inspired', says Teacher Esther, a director at one of the schools implementing the Tayari programme in Baraka cluster.

For many years, early childhood teachers in Kenya have been teaching without any teaching aids, their schools have had very few learning materials, and teachers have had neither formal training on use of teaching resources nor encouragement for their own ideas on how to improvise teaching aids from locally available materials. Tayari has changed all this: It has exposed teachers to ways of improvising teaching aids and also has provided project schools with teaching and learning materials such as teacher guides, workbooks, Big Books for reading aloud in front of a whole class, counters, letter-card and number-flashcards, and many more items. Teachers have acknowledged that the introduction of instructional materials has boosted their motivation in teaching, lessened their workload, made teaching more interesting, and helped them to interact with learners. In addition, learners enjoy their lessons more now than ever before. The introduction of learning aids has challenged



the traditional 'chalk and talk' teaching methods and encouraged a more interactive and participatory learning approach. Technical advisors and instructional coaches observing Tayari-trained teachers have seen that the Tayari teaching approach has increased learners' confidence, self-esteem, curiosity, and enjoyment in the classroom. The benefits have been evident across the board: Learners are more engaged and teachers' morale has received a boost. 'Before, when teachers taught, they just talked; they didn't use actual examples. But currently, if a teacher is teaching about a colour – for example, yellow – he or she gives learners the opportunity to



Pre-primary 2 learners using Tayari materials.

Teachers have acknowledged that the introduction of instructional materials has boosted their motivation in teaching, lessened their workload, made teaching more interesting, and helped them to interact with learners.

look for yellow colour [Sic] in the classroom as well as in their learner workbooks', says Teacher Edna, who works under Teacher Esther's supervision.

The approach has boosted learners' interest. A good example is Shawn, a pre-primary 2 learner in one of the Tayari-supported schools in Baraka cluster. He was an introverted child, never socializing with other learners

or contributing during lessons. He always wanted to sit at the back, where the teacher would have to go out of her way to identify him. But after the learners were introduced to the Tayari materials, Shawn started opening up, especially during Big Book activities when the teacher read stories aloud to the class. His interest was aroused by the beautiful coloured pictures in the books. It is heart-warming to observe Shawn in class now. He enjoys participating in class, especially during the read-aloud activity when the teacher asks the learners to name the pictures they can see in their workbooks. He has moved to the front seat and always strives to be the first one to identify the colour of the day or to name what he can see.

Learning materials give the children practical experience and allow teachers to acquire and practice new skills after the formal trainings. This combination gives children like Shawn and other learners the head start they need in life for a better future.

A Star in the Hovel

By Violet Akinyi, City Manager, APBET



One of the learners in Teacher Francisca's class, making letters during the language activity using coloured shapes.

Noisy matatus and dusty roads welcome us to the Mukuru Kwa Reuben slum in Nairobi. We are headed there with the instructional coach who is in charge of supporting Tayari teachers in Kware cluster. We have to toss and shake off the dust which is the order of the day. We head to Church on the Rock School, which meets in a simple structure made of corrugated metal. This is the school's first year of Tayari implementation.

We are welcomed by a jovial head teacher who, after being introduced, cannot stop smiling at us. He is happy about the Tayari programme, which he says has made him see a great change in the preschool teachers. 'I was almost firing one of my teachers, but this program has made her prove me wrong', he says as he smiles and takes us to the classroom.

The instructional coach introduces me to Franciscah Mbuva, the pre primary I teacher who had been at risk of getting fired by the head teacher due to her poor teaching methods. As I enter the classroom, I am amazed by what I see: the charts on the walls, the appropriate seating arrangement of the learners, and the teacher's enthusiasm at seeing us.

Teacher Francisca Mbuva has shown remarkable improvement in her teaching methods and class presentations. The class has become a 'talking classroom', where learners are verbally engaged and active. I can't wait for her to start her lesson. She is well prepared; her use of resources and her engagement of learners in small-group activities tell it all. Her relationship with learners is incredibly close. The smile on her face tells how contented she is. Yes, Teacher Franciscah is a star in the hovel.

'I don't know what to say to Tayari as an organisation [Sic]. You have made me what I am today. I have a job and here I am doing my work excellently. Tayari is the programme for all of us teachers. Thank you, Tayari!' Those are her exact words.

This experience makes me compare Tayari to a volcano: It lies low, but when it erupts, the impact is great. Teacher Franciscah is both inspired by and an inspiration to the Tayari programme. This is just one of many stories about how Tayari is changing teachers and helping them improve greatly in their quality of instruction. The instructional coach tells me that Teacher Francisca's class used to be an almost-empty hall, with very few learners, but after attending the training for two terms, she became the best teacher in the cluster and now learners are flocking to her. 'From worst to best' is what he stresses.

What Tayari is doing is not in vain. There is a great impact on the teachers who have been in it. Truly Tayari is making star teachers even in the hovels.

Teacher Franciscah is both inspired by and an inspiration to the Tayari programme. This is just one of many stories about how Tayari is changing teachers and helping them improve greatly in their quality of instruction.



Special-Needs Education Mainstreaming in Tayari

Cosmus Gatuyu, Tayari Senior Education Program Specialist

Located approximately 3 hours away from Kenya's capital city of Nairobi, Laikipia is a resplendent county at the base of Mount Kenya with an abundance of flora and fauna. It is a peaceful region, and a favourite for tourists, thanks to the many ranches that dot the county and the rich variety of wildlife within the ranches, which double as conservancies.

Located approximately 20 kilometres from Nanyuki town in Laikipia is Umande Ward, where early childhood development and education (ECDE) programming is overseen by Lucy Kinyua, the Sub-County ECDE Coordinator. In the ward, there is a school called Makutano ECDE Centre. Makutano is a stand-alone ECDE centre with over 30 children, the main catchment area being a nearby village. It is a feeder institution for the main Ndemu Primary School. The centre has all three pre-primary levels – baby class (mostly age 3) and pre-primary 1 and 2 – with one ECDE teacher, Selah Wambui. Teacher Selah, who was trained in ECDE at

the diploma level, has been at the school for over five years. She is also a mother of four. According to Teacher Selah, she relates well with her children both at home and at school. She has a well-maintained classroom with clear evidence of prior preparation for her instruction. However, her teaching experience is not all that makes Teacher Selah stand out.

Teacher Selah has a special-needs child. Her three-year-old, her last-born and also one of her pupils, has hydrocephalus. The child had a tumultuous beginning in life. Her condition, which started to become pronounced at two years of age, required the mother to seek care giving services from her relatives so that she could continue to attend to her classroom work. Unknown to her, however, the relatives had unspoken misconceptions of children with special needs. Consequently, the relatives never took good care of the child, who as a result developed blisters on her skin as a result of prolonged hours on a wet bed. Teacher Selah, out of desperation and upon the advice of Ms Kinyua, began to bring to school with her. Although it took some time, the

other children in her school have totally embraced her; she completely lacked speech before, now she can speak in a rudimentary way and count up to 20 with prompts. She glows every time they go outdoors for activities with the other children. The children help the mother to push her wheelchair to the playing field or even when heading home.

Efficiencies Reinforced by Tangerine-Based Technology

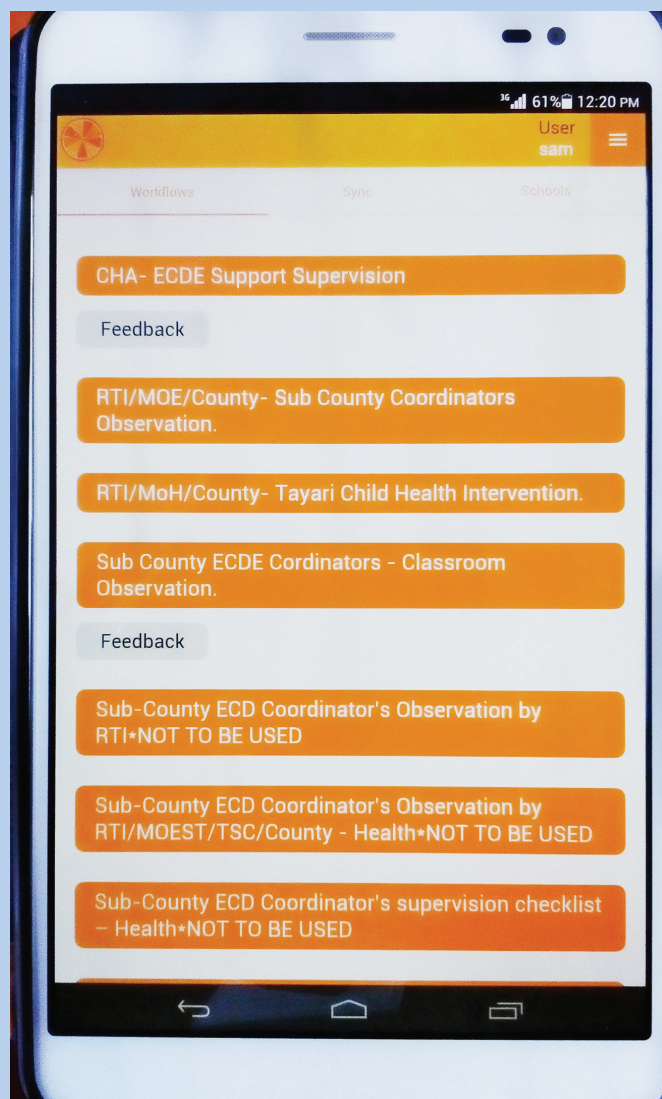
Technology innovations being used to implement the Tayari programme have proven remarkably efficient and convenient for school management, as well as for mentorship and support to teachers in the schools selected for Tayari interventions. Tayari's information technology staff develop the software and update it on the project-assigned tablets before and during trainings. They have experienced noteworthy uses of the software to support teachers in a variety of activity areas. What are some of the benefits?

Observation tools. Everyone involved in Tayari who conducts health or education classroom observations uses the Tangerine® software for that purpose. The observation data are available immediately for feedback to teachers, and also are regularly uploaded to a central database, ready for compilation, disaggregation, review, and analysis.

Teaching and learning resources. The tablets are loaded with publications such as the Tayari-developed teachers' guides, learner workbooks, Big Books, and charts that serve as resources and references for coaches and all other staff who support teachers within the schools. Having these materials on the tablets has made the instructional coaches' work easier and more efficient. 'Imagine if we were to carry all those publications every time we visit the schools. They are too heavy and big. It would be impossible', said one instructional coach.

Demonstration videos. Videos of well-taught lessons, recorded in actual classrooms, are uploaded to the tablets so that coaches can showcase to teachers how they might improve in areas they are struggling with. Having these visual examples has improved teachers' delivery in classes as they learn to actualize the Tayari methodology. The videos save time for both the instructional coach and the teacher: Feedback can be immediate even if the teacher is constrained by other school-related time commitments and thus is unable to attend formal retraining.

Replication to other devices. In some instances, although teachers are not assigned tablets under Tayari,





Samples of printed Tayari teaching and learning materials that are available digitally to coaches and education officers on electronic tablets.

the videos and songs on the tablets can be shared to teachers' smartphones as a reference tool. For example, teachers are encouraged to download the Papaya app, which is designed to reinforce the correct articulation of letter sounds.

Written and visual documentation. The coaches can use the tablets to take photos, and then enhance the reports they write by incorporating the images. Instructional coaches have a variety of Tangerine tools at their disposal for documentation and reporting.

Learning and adapting. The software's Book Review Tool has enabled the coaches to share information which enables project staff to produce or revise classroom materials with teachers' experiences in mind. Tangerine also enables the programme managers to compile field reports, monitor progress over time, take decisions, and provide feedback whenever necessary. In other words, the software is an extensive school-management tool that compiles real-time data to refer to in taking decisions.

Tracking and reimbursements. The Tangerine software has enabled the Tayari programme to accurately account for the observations that instructional coaches and sub-county officers complete correctly, which also streamlines reimbursements to them for the associated travel. Tangerine supplants both expensive commercial accounting software and manual data entry that may be tedious, time consuming, and unreliable.

In summary, the various features of the computer-based Tangerine tool have really helped the programme move ahead.

Tayari's information technology staff develop the software and update it on the project-assigned tablets before and during trainings. They have experienced noteworthy uses of the software to support teachers in a variety of activity areas.

'I Am Finally a Teacher'

Robert Momanyi, Instructional Coach, Congo Cluster

Children Angels of God Project and School had sent teacher Eunice Agani to the first-term (2016) Congo cluster Nairobi, to a Tayari teacher training session as a formality. They lacked a teacher for early childhood development and education, and Eunice was the sister of the school director. She was told that her main duty during the training would be to receive the allowances to be given to the teachers and to have a week to relax from her day-to-day business as the school cook.

As the saying goes, 'If you can't beat them, join them'. The coach decided to engage various methodologies to ensure that Eunice could deliver the Tayari content as prescribed in the Tayari materials.

Throughout the training sessions, Eunice was mostly asleep and therefore wouldn't participate in the activities undertaken by other teachers. But as much as she was not active during the content presentations, during the energizer sessions, it was the opposite: She could bring alive training sessions where participants seemed tired. It was this special characteristic that made her become one of the best-liked 'teachers' in the training sessions. But the big question was, how would she handle her learners? As classroom teacher support commenced, Teacher Eunice was given a pre-primary 2 class. Despite having been present at the training, all she knew how to do with the learners was to sing numerous songs, without referencing the Tayari teacher guides or any other materials. It was at this point that the coach felt that

Eunice did not deserve an opportunity to serve as a preschool teacher. However, the school administration objected and instead appointed her the head of the preschool department.

The Change

As the saying goes, 'If you can't beat them, join them'. The coach decided to engage various methodologies to ensure that Eunice could deliver the Tayari content as prescribed in the Tayari materials. The coach emphasised the teacher's guide and the Tayari core strategies. Among the strategies the coach used were in-school training, regular classroom teacher support and observation visits, coaching, and peer mentorship to ensure she was doing the right things. Within the trainings, Eunice was given opportunities to present during the practice sessions and was assigned chairperson responsibility. This helped her improve her communication skills.

Congo cluster holds teacher reflection meetings each month that rotate among the cluster's schools. These meetings played a very significant role in improving Eunice's teaching skills. At these meetings, various types of content could be presented. Eunice attended all the sessions, continued to develop a positive attitude towards early childhood teaching, and was willing to present whenever given the opportunity. As part of the mentorship programme introduced in April 2017, Eunice was paired with a 'Star Teacher', with whom she would meet regularly to plan and practise her lessons, thereby putting in place the required Tayari methodology. 'I am finally a teacher', she exclaimed at the end of one of the cluster meetings.

Eunice herself has now become a Star Teacher in the Congo cluster. In addition, she enrolled in college, where she is currently undertaking her certificate in early childhood education. Her positive attitude towards early childhood teaching came about largely courtesy of Tayari.

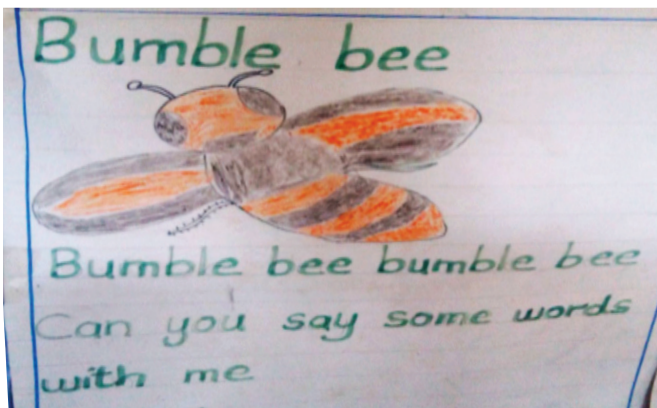


Transforming Learning Through Print-Rich Classrooms

By Indrah Munialo, Senior Education Program Specialist

Exposure versus mastery is a key principle of the Tayari early childhood development and education programme. Teacher Bernice Awino, a pre-primary 2 teacher from Dr Aggrey Primary School, is a living testament to this concept. The school is located in Nairobi County and its catchment area consists of the Mathare, Pangani, and Eastleigh areas. These children's first language is heavily influenced by 'sheng' (a dialect that blends Kiswahili, English and mother tongue). This language usage pattern poses a challenge as it interferes with the acquisition of proper forms of language in English and Kiswahili, which in the past has subsequently interfered with children's ability to master literacy.

Teacher Bernice uses Tayari materials to create a print-rich learning environment. The teacher has consistently exposed her learners to correct forms of language through the Tayari activities provided in the rhymes and other activities involving print.



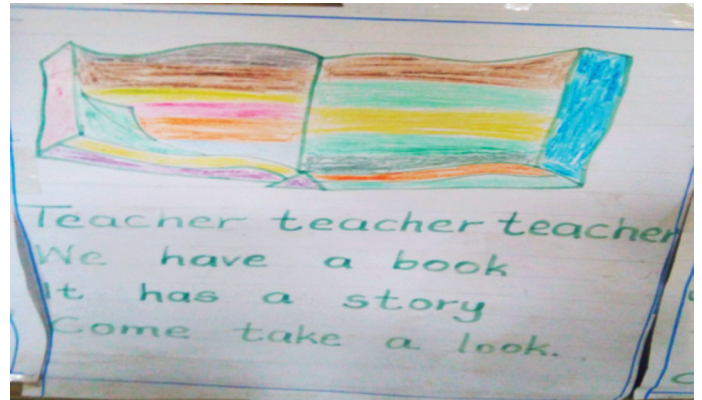
A chart by teacher Bernice

Phonological awareness activity

A visit to her pre-primary 2 class showcases walls covered in rhymes that the children have learnt. In her own words, she says that with time, the learners are able to read the rhymes displayed on the walls and identify letters by name and sound. A quick assessment of a few of the learners' work yields evidence that the learners' pre-literacy skills are good, as they identify letters, sounds, and initial sounds in words with ease.

The challenges of exposure to nonstandard forms of English and Kiswahili through 'sheng' are no longer a concern for this teacher.

Teacher Bernice uses Tayari materials to create a print-rich learning environment. Activities involving print.



These children's first language is heavily influenced by 'sheng' (a dialect that blends Kiswahili and English and mother tongue). This language usage pattern poses a challenge as it interferes with the acquisition of proper forms of language in English, Kiswahili.

Handwashing Practice Saves a School from Closure

By Justus Maina, Instructional Coach

It was a normal classroom support visit at St Agnes Junior School Centre in Njiru cluster Nairobi. As advisors from the Tayari technical team, we were welcomed by the head teacher, who is also the director. She was very jovial and welcoming. Before she led us to classes for observation support of the early childhood teachers, she said she had both sad and good news to tell us later. We left the office a bit confused by her utterances.

During the children's break time, we noted how committed they were to washing their hands with soap and water before taking a snack and after toileting. Given the ease with which they were doing this, it was clear the practice was routine.

In our discussion with the teacher, Silvia Auma, she told us they use four 20-liter jerry cans of water every day. Each can, which is for handwashing only costs 20 Kenyan shillings (Approximately 20 US cents). The person who supplies the water has to satisfy the director that the source is reliable in terms of cleanliness.

After observing the children, we went back to the director's office, eager to listen to her. She started by saying, 'A few days ago, a parent of one of my students was admitted at Mama Lucy Hospital with signs and symptoms of cholera. Luckily, the siblings [in that family] were not infected.

'Immediately after the admission, Ministry of Health officials and UNICEF workers popped in to get more details about the child and health practices in my school. They even sampled some children for questioning and for demonstration of handwashing procedures. They were impressed. As they were leaving, they told me, were it not for the handwashing equipment and practice, the government could have closed the institution down. I am very grateful to the Tayari team. Continue doing the good work and God bless you.'



A boy in the school washing his hands

During the children's break time, we noted how committed they were to washing their hands with soap and water before taking a snack and after toileting.