IMPACT EVALUATION OF THE KENYA SCHOOL READINESS PROGRAMME
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BACKGROUND

- Lack of quality ECDE services for many children
- Poor infrastructure in existing public ECDE centres
- Teacher-centred approaches – recitation and memorization
PURPOSE OF THE TAYARI PROGRAMME

Develop a **tested, cost-effective, affordable and scalable** model of ECDE

- Iterative development of ECDE model
- Expansion within Kenya – 1500 centres by 2018
- Independent third-party evaluation – school readiness tool to measure impact
THE TAYARI MODEL

ACTIVITY

T1
- DICECE Training
- Teacher Support

T2
- DICECE Training
- Teacher Support
- Books & Teachers’ Guides

T3
- DICECE Training
- Teacher Support
- Books & Teachers’ Guides
- Health Support

OUTCOME

Improved outcomes in:
1. Literacy and numeracy
2. Psychosocial skills
3. Executive functioning skills
4. Health and nutrition knowledge

IMPACT

Under-six-year-old children in Kenya ready to join Std 1
SELECTING SCHOOLS AND LEARNERS

Four counties
(Laikipia, Uasin Gishu, Siaya & Nairobi)

72 zones (Public)
- C Public - 18
- T1, T2, T3 Public - 54

22 zones - APBET
- C APBET - 6
- T1, T2, T3 APBET - 16

Final Evaluation Sample
- Public
  - T1=75
  - T2=75
  - T3=75
  - C=75

- APBET
  - T1=75
  - T2=75
  - T3=75
  - C=75

Learners = 9,000
Teachers = 600
HT/In-charge = 600
Data collection
- Direct assessment, survey instruments, classroom observations

Analysis
- Regression
- Cost-effectiveness analysis
- Difference in difference
- SEM
- Qualitative techniques
KEY RESULTS

Literacy items

- Letter sounds
- Initial sound discrimination
- Letter naming
- Listening comprehension

![Diagram showing the mean score % for different literacy items (T1, T2, T3, C).]
DISCUSSION AND CONCLUSIONS

- Few differences across groups – need to be taken into account
- ‘Anchor of stability’ – ease of follow-up
- Literacy and numeracy items – most have balance
- Most measures have low scores at baseline – room for improvement
- Little time spent engaging learners – good entry point
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