Are Kenyan children ready for the leap from pre-primary to primary school?

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Background

• Many children in Kenya do not receive quality ECDE services

• Less likely to be ready for primary school

• And yet quality ECDE predicts future outcomes
Objectives

Identify individual and school background factors associated with learners’ school readiness
Purpose of the *Tayari* Programme

Develop a tested, cost-effective, affordable and scalable model of ECDE
Improved outcomes in:

- Literacy
- Numeracy
- Executive functioning
- Psychosocial

Pre-primary school children in Kenya ready to join Standard 1

ACTIVITY → OUTCOME → IMPACT

1st Treatment Package (T1)
- DICECE training
- Teacher support

2nd Treatment Package (T2)
- DICECE training
- Teacher support
- Books & Teachers’ guides

3rd Treatment Package (T3)
- DICECE training
- Teacher support
- Books & Teachers’ guides
- Health support
Methods

• Randomized control trial (RCT)
  — Three treatment arms, one control arm

• “Stepped-wedge” design
  — Half sample in 2016, full sample in 2017
Methods

• Baseline data from cross-sectional sample of learners
• 151 public and 147 APBET schools
• Data collection – direct assessment, survey instruments, classroom observation tool
• Outcome measure – TSRI
Computation of TSRI

1. Direct assessment items grouped into 10 subtasks (69 items)

- Executive function - 6 items
- Rhyme - 7
- Letter naming - 20
- Letter sound knowledge - 10
- Initial sound discrimination - 10
- Listening comprehension - 4
- Shape naming - 3
- Quantity discrimination - 3
- Addition and subtraction - 3
- Measurement vocabulary - 3
Computation of TSRI

2. Learner percentage subtask score x **weighting factor** of 0.1 = 10 weighted scores

3. Sum of 10 weighted scores = *Tayari* School Readiness Index (max possible is 100%)
Results
TSRI scores

School readiness generally low
Gender differences

No significant gender differences
Teachers’ professional training matters
Implications

• Need to improve quality of ECDE services
• Need to invest more funds in ECDE sector
• Need to make sector more attractive to professionally-trained teachers
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A global center of excellence, consistently generating and delivering relevant scientific evidence for policy and action