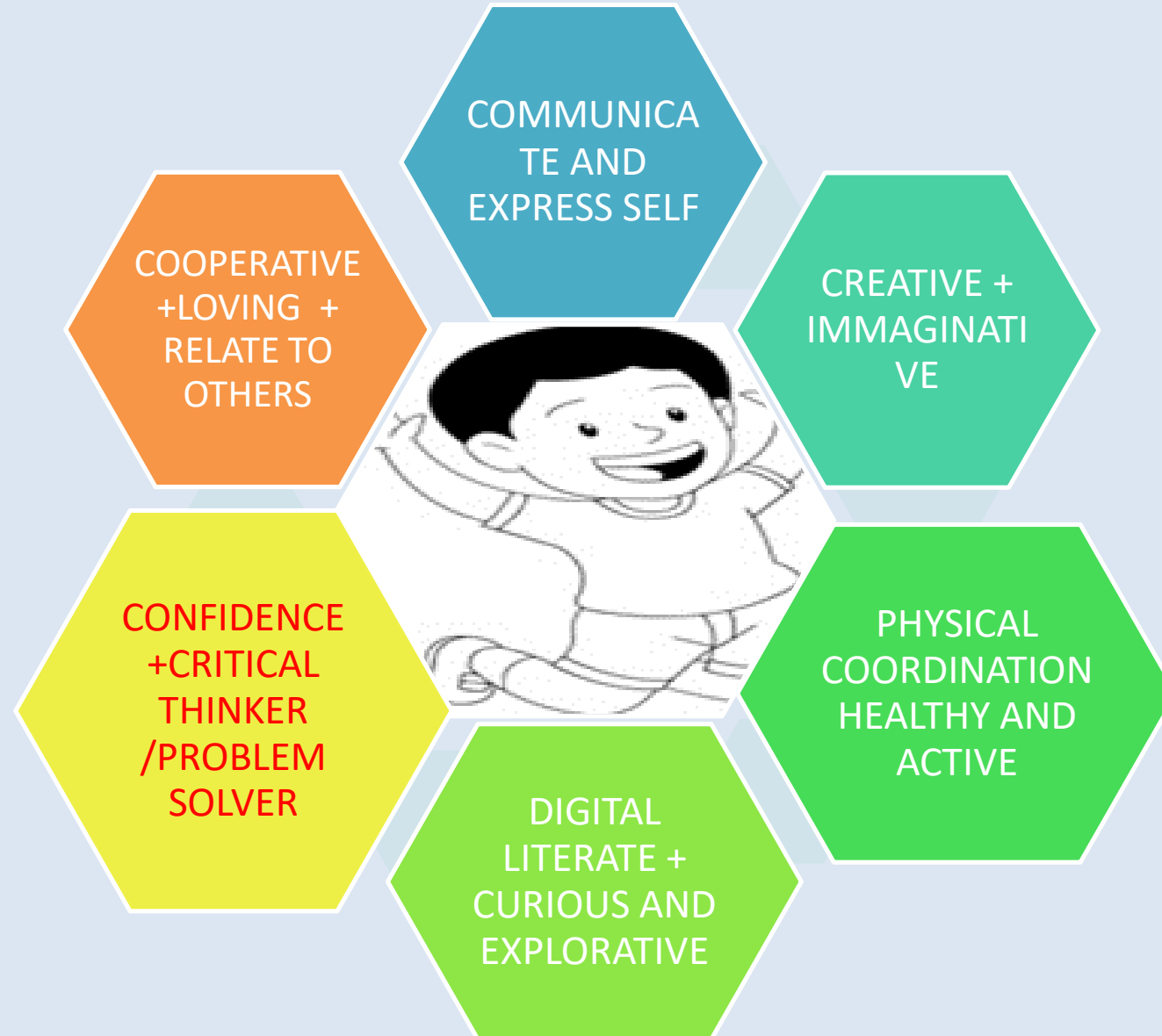# Scaling Up Quality Early Childhood Development and Education in a Devolved Setting: Policy Making and Resource Allocations for Sustainability and scale up of quality ECDE model

**Tayari ECD program:
Getting Children Ready for School**

**Evangeline Nderu, Ph.D.
&
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DESIRED OUTCOME FOR OUR CHILDREN

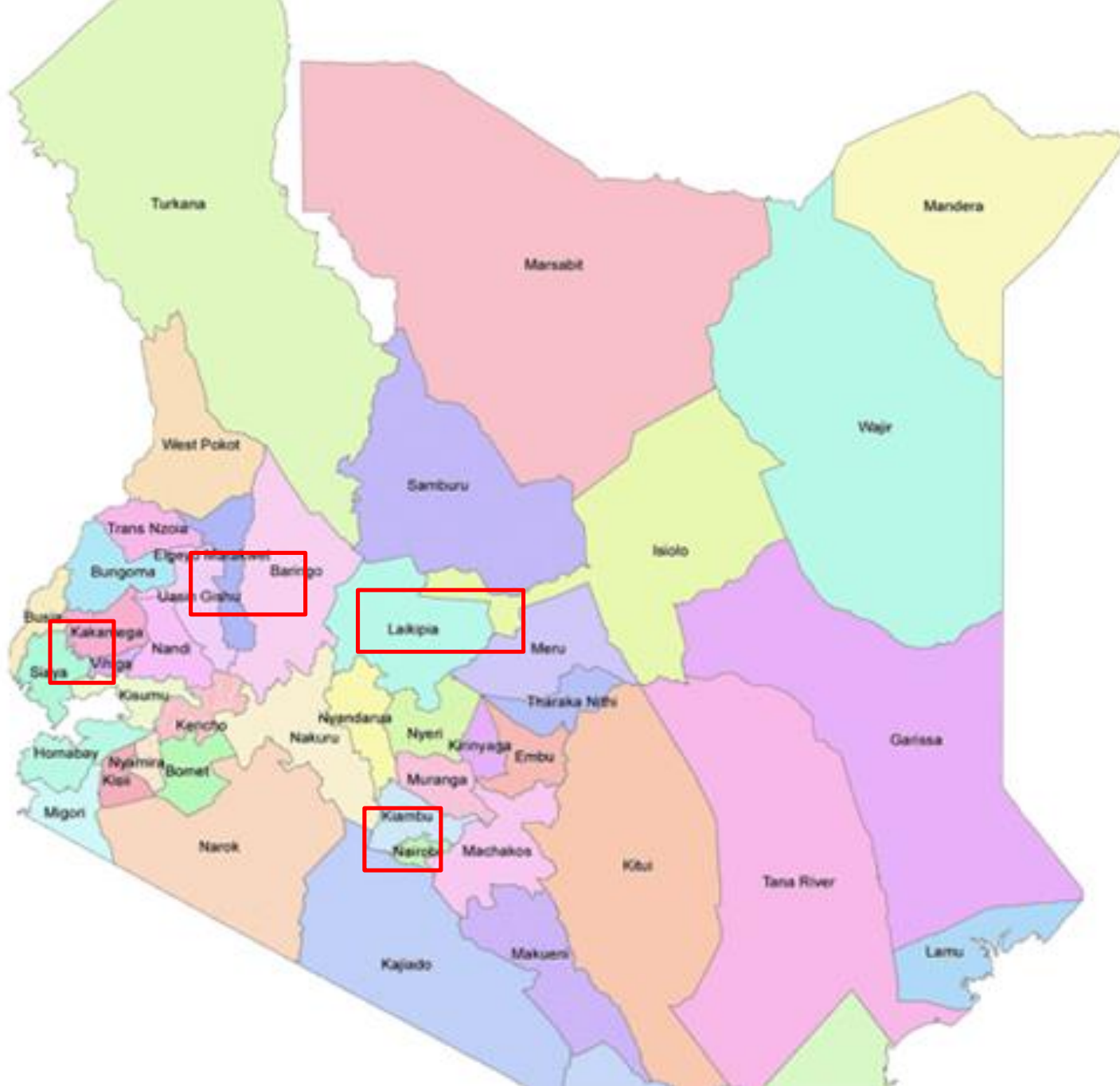# Kenya ECDE Context

❖ GER ranges from 20.7% (Mandera) 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

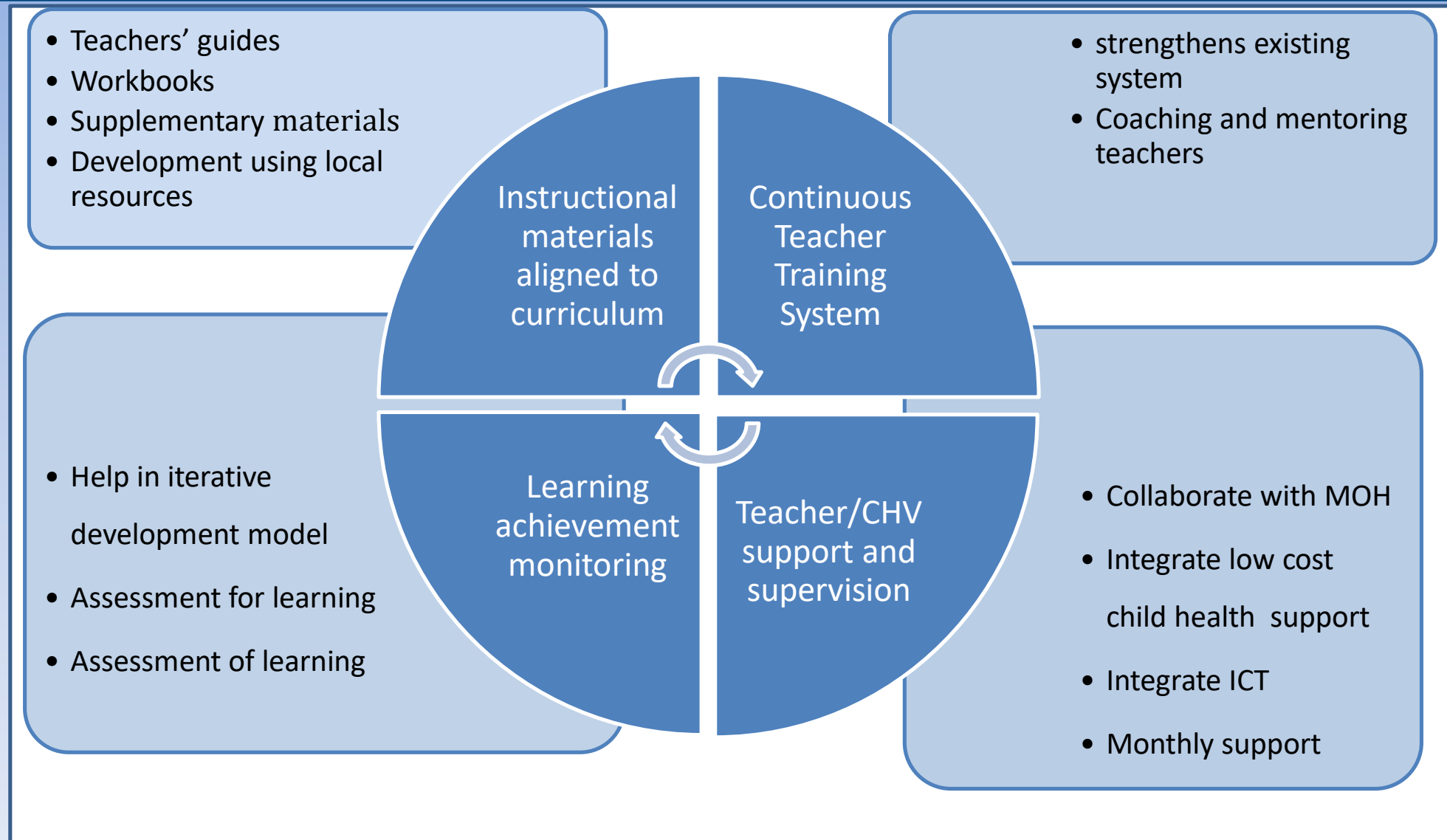**Tayari**
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Tayari ECD program Background

Tayari Programme

- ❖ RCT study.

- ❖ Implemented in 4 counties

- ❖ Partnership

  a) MoE

  b) County Governments

  c) CIFF

  d) RTI

  e) APHRC

Tayari Quality Model –Software Engineering

- Teachers' guides
- Workbooks
- Supplementary materials
- Development using local resources

- strengthens existing system
- Coaching and mentoring teachers

Instructional materials aligned to curriculum

Continuous Teacher Training System

Learning achievement monitoring

Teacher/CHV support and supervision

- Help in iterative development model
- Assessment for learning
- Assessment of learning

- Collaborate with MOH
- Integrate low cost child health support
- Integrate ICT
- Monthly support

Leveraging Tayari to Scale Up and Sustain Quality ECDE Model

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

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Assessing Capacity of Counties to Sustain and Scale Up Quality ECDE Model

Research questions:

1. Does the county have management structures and appropriate & adequate staffing ?

2. What monitoring systems exist to support program implementation and supervision?

3. What financing mechanism and budgetary allocations exist for sustainability and scale up of quality model?

Management structures and staffing to support quality model

Strength: Counties have established ECDE departments with management structures (pilot vs non pilot)

Key gaps and challenges:

✓ County allocation of human resources vary widely

✓ Unclear policy on qualification of ECDE officers

✓ Teacher management issues

✓ ECDE centre Management committees

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Monitoring system to support program implementation and 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.

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Financing and budgetary allocations 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 and budgetary allocations to inform scale up and sustainability

Priority Expenditures by County

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

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What does Tayari impact evaluation show?

That,

1) Systematic and structured classroom-based teacher instructional support works
2) Teachers are more effective if they know how to support learners learn specific skills
3) Teachers deliver better if they know how to utilize specific and relevant learning materials
4) Counties need to ring-fence budgets for investment in ECDE

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Beyond the Tayari Pilot

What costs should counties meet?

1. Supply of curriculum aligned instructional materials [teachers guide and learner workbooks]

2. Regular provision of teacher training, on at least a termly basis

3. Ongoing classroom teacher support and mentoring

4. Regular monitoring of learning and evaluation of the programme

5. Child health costs in schools, in addition to administrative costs

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Conclusion: Sustainable Quality ECDE System

County should ensure:

- Use of high-quality instructional materials to improve teachers' curriculum delivery and learning coherence

- Continuous teacher training and support supervision for effective teaching, improved curriculum delivery, improved teacher quality and learning outcomes

- More funds for software / process quality given that- **Improving instructional delivery lead to improved learning outcomes.**

Thank You!

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