

**Evaluation report of the pilot 5-day ECDE training program conducted
between August 22nd-26th, 2016 in four centers of Kibra, Embakasi,
Mathare and Kasarani.**

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ACRONYMS

APBET	Alternative Providers of Basic Education & Training
ECDE	Early Childhood Development Education
TSC	Teachers Service Commission

Executive Summary

This report presents the findings of an evaluation of a 5-day pilot ECDE Teacher Training Program conducted by Care for All Kids Inc. from Aug 22 to 26, 2016 for 220 teachers to test for the feasibility and scalability of the low-cost, high-quality teacher training program for Early Childhood Development Education (ECDE) training. The evaluation itself was carried out between August 24th to 26th. In addition only three centers of Kibra, Embakasi and Kasarani were evaluated. Mathare center was not evaluated.

The overall purpose of this evaluation was to assess the teaching and learning effectiveness of the pilot program. The focus was on general pedagogic knowledge of the trainers which included issues such as classroom management, differentiation, instructional strategies and also the quality of learning taking place in the class. The five day pilot ECDE Teacher Training Program was administered by Care for All Kids Inc. When the program is fully implemented it is expected to offer high quality low cost ECDE training to teachers in areas with low socio- economic status such as in slum areas.

The evaluation was designed to assess the following:

1. To monitor the quality of teaching being provided by the trainers.
2. To observe the quality of learning to individual learners and groups of learners attending the pilot program.
3. As part of continuing professional development of the trainers

To this end, the consultant evaluator collected data by observing six sessions in classes which were taught by six different trainers in three centers of Kibera, Embakasi, and Kasarani. On each day between August 24th to 26th 2016, the consultant observed two class sessions each taught by different trainers.

During the observation sessions, the focus of the observations was on a number of activities which included the following:

- a. The lesson structure. For example the way the lesson opens, develops and closes. The number of activities that constituted the lesson and the links and transitions between lessons.
- b. Classroom management strategies. For example maintaining order, time management, seating arrangement, setting up groups.
- c. Types of teaching activities. For example whole class activities, group activities, individual activities.
- d. Teaching strategies. For example presenting tasks, organizing practice, teaching techniques.
- e. Trainers' use of materials. For example use of textbooks, notes and other resources
- f. Trainers' use of language. For example use of instructional language, use of questions, feedback techniques and explanations of vocabulary and grammar.
- g. Student interaction. For example time on task, questioning behaviors, student to student interaction, student to teacher interaction.

Trainers who were employed by Care for All Kids Inc. for this pilot training had all obtained their ECDE diploma and had several years of ECDE teacher training experience except for one trainer who was teaching for the first time.

On the other hand, 85% of the trainees are female (n=153) and 15 % (n=27) are male. Most of the trainees (88%, n= 152)) have attained secondary education with 6% (n=10) having obtained diploma and another 6% (n=11) having only acquired basic education at primary level. Majority of the trainees (42%, n=75) fell in the age group of between 18- 25 years followed by those in the age group of between 26-30 years (25%, n=44). These are followed by those who fall in the age group of between 36-40 years (12%, n=22) and then those within 31-35 years (10%, n=18). The mean age of the trainees is 29 years.

In addition to the above demographics, 25% of the trainees (n=45) indicated that they had received some form of other teacher training while 75% (n=133) indicated they had not received any other teacher training course before the current training. Of the 25% who had received some other form of teacher training 27 had received the training at certificate level, 11 had received basic teacher training and 2 had received prior teacher training at diploma level.

Also majority of the trainees (94%, n=163) were full time teachers at their stations of work while a few (6%, n=10) were teaching part time. Finally majority of the trainees (46%, n=78) had a teaching experience of between 2-5 years as untrained teachers, followed by those who had taught for less than a year (46%, n=29) then those who had a teaching experience of 6-10 years (14%, n=24), 11-15 years (8%, n=14), and lastly 16-20 years (2%, n=3) and those who have taught for more than 20 years (2%, n=3). The average years of teaching by the trainees as untrained teachers was 5 years.

The intended short-term outcomes of the program include Care for All Kids being able to have an estimation of the training and also having the background understanding of the potential training, in preparation of the financing options design. The intended long-term outcome of the program is to be able to provide low cost high quality ECDE teacher training especially for trainee teachers in low socio-economic status areas in Kenya such as in the slum areas.

This report provides an in-depth description of the evaluation activities related to the 5-day ECDE teacher training program. The report considers difficulties and challenges with data collection and design, which mainly relate to the very short time-frame that was available to conduct the study. The report concludes with recommendations for enhancements of the program.

Program description

Care for All Kids Inc. works closely with Ministry of Education in developing and disseminating the Alternative Providers of Basic Education & Training (APBET) Registration Guidelines. Under the Standard Requirements for Teaching, Learning and Assessment, APBET registration guidelines requires that a minimum 30% of the teachers at an institution of APBET shall have obtained a relevant teacher training certificate from a recognized teacher training institution at registration. The rest must be undertaking recognized in-service training and management of the institution shall progressively ensure that all their teachers are registered with the TSC by the third year of registration of the institution.

However nearly 30% of teachers in APBET schools are untrained because of budget constraints. Untrained teachers can provide below-standard education to children, which would further marginalize students studying in slums. Therefore, to ensure the provision of quality education, Care for All Kids Inc. has developed a low-cost, high-quality teacher training program for Early Childhood Development Education (ECDE) training. The model of training is based upon two approaches-the school based and in-service training which Care for All Kids believes can significantly lower the cost of training while maintaining a high passing rate (85-90%) in national examinations.

It is against this background that Care for All Kids conducted a 5-day pilot ECDE Teacher Training Program from Aug 22 to 26 for 180 teachers to test for the feasibility and scalability of the program.

Stakeholders of the program

The program has a number of stakeholders. These include the trainers and their trainees, coordinators of the program in Nairobi, the two teacher training college owners, Care for All Kids, the Ministry of Education in Kenya and the Teachers Service Commission (TSC).

Evaluation Design and Methods

This evaluation was designed in such a way that the consultant was to get into the classrooms and observe the activities going on in there so as to determine the quality of teaching and learning taking place in the classrooms. The consultant entered the room in most cases when the class had already begun and quietly took a seat at the back row of the class. He remained as unobtrusive as possible so as to allow the class to run smoothly. In some cases the trainers informed their students about the consultant's presence and why he was there. In other situations this was not done and the lesson continued. The consultant then observed the activities taking place in the class while taking notes of the same. At the end of each lesson the consultant thanked the trainer and students for the pleasure of visiting the class and later met the trainer whom s/he gave the oral feedback about the lesson.

Challenges and limitations

The major challenge the consultant faced was the fact that he was approached to carry out this evaluation exercise very late when the training was about to start and therefore adjusting his timetable in order to get time to carry out the evaluation for the whole week was difficult. The consultant ended up carrying out the evaluation for 3 days instead of five days. Also as a result of that, one center (Mathare) was not evaluated.

Another challenge was due to the fact that the centers where the training was taking place were spread far from each other. Given the transport difficulties in Nairobi, the consultant was unable to observe more sessions due to difficulties of moving from one center to the other.

The limitations of the study included the fact data collection began on the third day when the program had already kicked off. The consultant was therefore unable to collect the data for the first two days of the program and missed data which would have revealed notable findings.

Another limitation was that the consultant did not have time to sit down beforehand with CSAK officials and the trainers so as to agree on the parameters of the evaluation before the actual observations began. This meant that a number of things, such as for example agreed upon standards could not apply to this evaluation.

Results

Results for this study are based on the data collected over three days (i.e. between August 24th to 26th, 2016) by the consultant by observing the six trainers teaching for two hours each. The two hours spent by the consultant to observe each trainer were considered to be the typical time spent by the trainers to teach in any normal class lesson. Five of the classes observed were taught by the trainers while one was for micro-teaching where the students had practical mini teaching lessons. The results will start with the classes taught and then delve into the micro-teaching session later.

The typical class session took place with the trainer teaching the students while the evaluation consultant sat behind the class with his observation protocol and observed while taking notes on what went on during the entire two hours of the class session. Field notes collected by the consultant during the six observations of the different trainers while teaching were analyzed and grouped under the number of activities which were the focus of the observations as follows:

- a. The lesson structure. For example the way the lesson opens, develops and closes. The number of activities that constituted the lesson and the links and transitions between lessons.

In all the classes observed, the trainers started the lesson by greeting their students and finding out how they were. In two of the class sessions observed the greetings were followed with a Christian prayer. In two other sessions observed the greetings were followed by some songs which the students sang with much joy. The prayers and songs can therefore be seen as being important since they served to uplift the spirits of the students and put them in the right mood of being ready to learn from their trainers.

Next the all the trainers observed would start their classes by asking the students what they had learnt in their previous lesson before introducing the lesson of the day. The students promptly gave answers to the questions asked. This enabled the students to refresh their minds of what they had learnt previously and also transition into the new topic. The trainers would then outline on the board what they expected to teach. All this time the students listened carefully.

The trainers would then immerse themselves to teach the content of the day. In all the classes observed the trainers explained their content in a manner which the students appeared to follow. The trainers were well versed with the content which they delivered. This was exemplified by the nodding of their student's heads and the students asking and answering questions which were asked by the trainers. The trainers also dictated notes which the students wrote down. In five out of the six classes observed the students wrote down the notes without much trouble. However in one of the classes, the trainer appeared to be dictating the notes faster than the students could note them down and was not audible enough in that they kept asking each other what had been dictated and asking the trainer to repeat what he had said. This forced the trainer to slow down on the dictation.

All the trainers paced up and down their classes asking their students questions and engaging them during the entire two hours of the lesson. The students on the other hand, answered the questions and also asked question during the entire lesson. At times when the trainers felt their students were getting fatigued they introduced a song or two in order to awaken the students and keep them lively for the lesson.

The trainers also taught according to the lesson plans which they had provided a copy to the consultant transitioning from one aspect of the lesson to the other as documented in their lesson plans.

The trainers then ended their lessons by having a recap of the lesson outlining the main facts of the lesson and asking students if they had any questions which they answered if any were asked. All the lessons observed ended on time.

Generally speaking the trainers showed good mastery of content, were methodological in their teaching, transitioned well from one aspect of the lesson into the next, followed their lesson plans, were well organized and kept time. The students on the other side paid attention to the trainers, asked questions and were engaged throughout the lesson. One point of concern however was that the trainers spent a lot of time dictating notes to their students.

- b. Classroom management strategies. For example maintaining order, time management, seating arrangement, setting up groups.

In most of the classes the consultant observed, the trainers maintained order. There was no incident of concern that the consultant observed. Students remained attentive and listened to their trainers. They never appeared to be disengaged. There were no disruptive activities like making noise or students fondling with their cell phones. The trainers also called their students by names. However in two of the class sessions, two students came with their children to class. The children would from time to time disrupt the class by crying or playing as the lesson went on. However a colleague would help by taking the children out and silencing them.

The seating arrangement of most of the classes was such that the students sat facing the board. This was well understood by the consultant given the number of students were many and the spaces provided were not big enough to allow for the trainers to have flexibility in the sitting arrangement of their students. It was only in the micro-teaching lesson that students practiced how to teach in small groups.

The trainers did not set up groups in their classes but taught the whole class as one group. They also kept time as earlier explained.

Summary

The trainers had good classroom management strategies in terms of managing their classes as a whole group. They were also forced to do with what they had in terms of space and kept time. Despite the hardships students face, they should try as much as possible not to come with their children to class.

- c. Types of teaching activities. For example whole class activities, group activities, individual activities.

The consultant observed that most of the classes were taught using the whole class as one group. It was only during the micro-teaching lesson that students worked in small groups as explained earlier. Also as indicated earlier a lot of the lesson time was used to dictate notes while the students noted them down. The consultant observed that the lessons were characterized by the trainers speaking most of the time and leading in the classroom activities. Other activities used during the class lesson were question and answer session, singing of songs, trainers demonstrating some concepts using diagrams, pictures, drawings on the board or using the students themselves. They also used demonstrations. For example in one of the classes, the trainer demonstrated to her students how to teach their children to write numbers in a way that would not confuse them. The consultant did not observe activities which were learner/ student centered such as students working in pairs or small groups with distinct tasks to undertake except during the micro-teaching session that was observed in one of the centers.

Therefore one can easily see that the trainers used activities that were more trainer centered and less of learner centered activities. This may be attributed to the fact that the trainers had limited time to cover so much work given that the program was only running for five days.

- d. Teaching strategies. For example presenting tasks, organizing practice, teaching techniques.

The trainers employed various teaching strategies which made their work easy for them.

The strategies employed included using lesson plans to guide their teaching, trainer enthusiasm, creating readiness by a beginning the class with a song or topic sentence, effective explanation, planned repetition, and concluding statements or key messages with summary of explanations. They also gave a number of illustrations using examples. For example in one of the sessions the trainer illustrated superlatives using students of different heights. They also used gestures and change in interaction style by pacing up and down the classroom and used probing questions in order to keep their students engaged.

- e. Trainers' use of materials. For example use of textbooks, notes and other resources
- During the lessons, the consultant observed that the trainers relied heavily on their lesson notes to teach their students. However in a few instances they used other resources like drawings. For example in one of the sessions the trainer used drawings of different numbers to teach and in another there were drawings of utensils used. In another case the trainer used a chart with alphabet letters and demonstrated how such a chart could be used to help young children master the letters of the alphabet. Trainers also used songs as a resource that can help young children master the letters of the alphabet.

The trainers should be encouraged to use a wide variety of readily available resources at their disposal instead of relying heavily on lesson notes to teach. They should also give their students opportunities to come up with more ideas on how best locally available resources can be used to bolster learning amongst young children.

- f. Trainers' use of language. For example use of instructional language, use of questions, feedback techniques and explanations of vocabulary and grammar.

Trainers used both English and Kiswahili as the languages of instruction. They interchanged the two languages frequently during their teaching. The students appeared to be okay with this interchange of languages as they paid attention to their trainers and responded to questions asked in either of the languages.

The trainers also used probing questions using both languages. The questions asked were of different levels. They asked low level questions which only required a yes or no answer. For example-*Did we learn about numbers yesterday?* Or middle to high level questions. For example- *Why do you teach language? How can you help learning centers have rich experiences? What is a number?* Amongst many other questions they asked.

They also gave feedback to the entire class. For example when a student replied to a question s/he was told *good* loudly so that the entire class heard it. At times the trainer urged students to clap for a student who had answered a question correctly. In all the cases observed feedback was given orally. The trainers also sought to know if the students understood the answers given to their questions of which the students replied in the affirmative.

- g. Student interaction. For example time on task, questioning behaviors, student to student interaction, student to teacher interaction.

Except for the micro-teaching exercise which the consultant observed in one of the centers, there wasn't much of student to student interaction. Most of the interactions that occurred in the classes was that of students to trainers. The students paid much attention to the trainers and engaged them mostly by asking questions or responding to questions asked. In future more student to student interaction should be encouraged through activities such as group work or working in pairs since students are more likely to learn a lot from their peers.

- h. Micro-teaching

This is an important exercise which helps in developing skills of the trainee teachers but also assists in comparing the effectiveness of variation of one microteaching with another. The consultant observed the micro-teaching exercise in one of the centers. Before the actual micro-teaching, the two trainers took their students through the paces of what would be expected of them during the actual exercise. They emphasized the points they considered most important. They also changed the seating arrangement to make it conducive for the exercise and motivated the students who appeared to be very jovial. Students were divided into small groups which would each make their presentation. During the actual micro-teaching, each group spent around 10 minutes to make their presentation

The presentations were well structured following the lesson plans which the consultant had been given and were made in simple comprehensible language. The presenters made eye contact with their peers in class, encouraged their peers to contribute by asking questions, and presented various real life scenarios such as students being unruly or disruptive in class, used charts, diagrams and other visual elements to help in the teaching and exhibited friendly behavior. All these were proof of good quality presentations.

General summary

In all the centers the trainees (98% of them) highly rated their trainers and the pilot training program itself which is encouraging. Also 76% of the trainees indicated that they were interested in pursuing the training program once it is up scaled and subsidized. In addition 65% of the trainees indicated that they would like to teach in their current stations once they completed the training. These data is important as it fits into the main objective of the program which is to provide high quality low cost ECDE teacher training course to people living in low socio-economic status areas. The teachers who undergo this training are expected to eventually serve the young children in these areas who undertake the ECDE classes.

On his part, the consultant was able to observe that the trainers provided good quality teaching to their students. This is because they knew their content well, were methodological in what they did, they transitioned well during their lessons, followed good lesson structure, had good classroom management and teaching strategies, tried to use different teaching resources and communicated well with their students.

As a result of these, the quality of learning was also good. It is hoped that with the good training the trainees receive, they will be able to provide quality learning to the young children who will later excel in their education.

However the consultant noted a number of weaknesses. This included the fact that most of the teaching was trainer centered. The trainers dominated the teaching mostly talking dictating notes and asking questions. This should be discouraged and students allowed to also actively participate in class activities through a learners centered approach. This will also allow the trainers to use wider activities and resources in their teaching and also open room for student innovative ideas to blossom.

Recommendations for further consideration

The consultant would like to make the following recommendations:

1. Care for All Kids Inc. should plan in advance for any evaluation activity of the program for it to be successful. This should involve bringing all the parties involved (or their representatives) in the evaluation together before the actual evaluation begins. This will enable them to sit and agree on the grey areas of the evaluation.
2. As for the training program itself, the trainers should be encouraged to adopt more learner centered approaches of teaching as opposed to trainer centered approaches as emphasized earlier on.
3. During the period when the pilot program was undertaken, the consultant evaluator requested the trainers from all the centers to provide him with data about the performance of their trainees based on a set of skills they were required to acquire by the end of the training program (e.g. preparation of professional records, material

development skills etc.). However only the trainers from Kasarani center provided the data of their students' performance. The data indicated that the trainees at Kasarani center performed well above average in the areas they were tested in. Given that no comparable data was given by the trainers from the other centers, the consultant recommends that Kasarani center proceeds in rolling out the program based on the good performance of the students and lack comparable data from the other centers.

Conclusion and Final Remarks

The consultant would like to thank Care for All Kids Inc. and particularly Joany and Kate for giving him the opportunity to assess the pilot ECDE program. The consultant finds the program promising and with the support of all it should be able to eventually help underprivileged children acquire quality education from a very early age. It is hoped that the evaluation findings will help all the concerned stakeholders improve on the program when it is scaled up.

Evaluator Bio

Peter Muhati has strong interests in Education research, monitoring and evaluation of which he is currently pursuing a PhD. Previously while at the University of Illinois, he worked as a research assistant for the Illinois Assessment and Accountability Evaluation Project (IAAEP) which was a four year external review commissioned by the Illinois State Board of Education (ISBE) to evaluate ISBE's large scale assessment and accountability system and provide the foundation for the program's long-term development. The Illinois Accountability Consequences Evaluation (IACE) component of the IAAEP focused on understanding the intended and unintended consequences of the enhanced Illinois Standards Assessment Test (ISAT)-the No Child Left Behind (NLCB) accountability assessment for grades 3-8 in reading and mathematics.

Currently he has been working as a Monitoring and Evaluation consultant on a joint Monitoring and Evaluation Capacity Development Project between the Swedish International Development Agency (SIDA through the Swedish Institute of Public Administration, SIPU) and the Monitoring and Evaluation Directorate (MED) in the Ministry of Devolution and Planning to build capacity of the National Integrated Monitoring and Evaluation System (NIMES) in Kenya.