

PARENTAL INVOLVEMENT IN EARLY CHILDHOOD EDUCATION. WHAT IS THE BEST APPROACH?

EE4A

Evidence-based Education Reforms for Sustainable National Transformation

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Evidence
Action



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Background

- ▶ Early Childhood Development and Education (ECDE) has been recognized as an important component in the education process of an individual.
- ▶ Well documented benefits of ECDE
- ▶ Benefits range from healthy child outcomes, brain development and overall future success (Piper et.al, 2018)
- ▶ The drive in ECD programming is to cater for all children needs.
- ▶ The Characteristics of the child, broader social environment, the family and the child themselves influence the delivery of ECDE Programs (Laurie M. et al; 2003).
- ▶ Parents are key stakeholders in the education of their children and their involvement is crucial.
- ▶ Parent focused interventions have been proven to have numerous and sustained effects in school attainment and better family and social adjustment.

Background ...

- In Uganda, the parents with children of school going age exhibited a wide range of involvement in their children's education.
- The Ugandan government on the other hand has never initiated any parental involvement programs other than the sourcing of resources.
- In Kenya, Parents have been encouraged to come together and build classes, employ casual teachers and support the general running of the school.
- Parents have been given a chance to form Parents-Teachers Association (PTA), offered slots in the School Management Boards among others.

Tayari Project Overview

- Implemented by Ministry of Education in collaboration with four county governments of Nairobi, Uasin Gishu, Siaya and Laikipia
- The main goal of the project was to provide a tested, scalable and cost-effective model of ECD that would achieve the goal of ensuring “children are ready for school”
- It utilized a Randomized Control Trial (RCT)
- The project was testing various approaches to deliver quality ECD
- Internal Studies were part of the project activities
- As a result of feedback from the project implementation on involvement of parents, the project understood a study to establish the best approach to do this.
- The study was designed to compare face to face meetings and remote (SMS Based) meetings to establish the most cost-effective mode of parental involvement.

METHODOLOGY

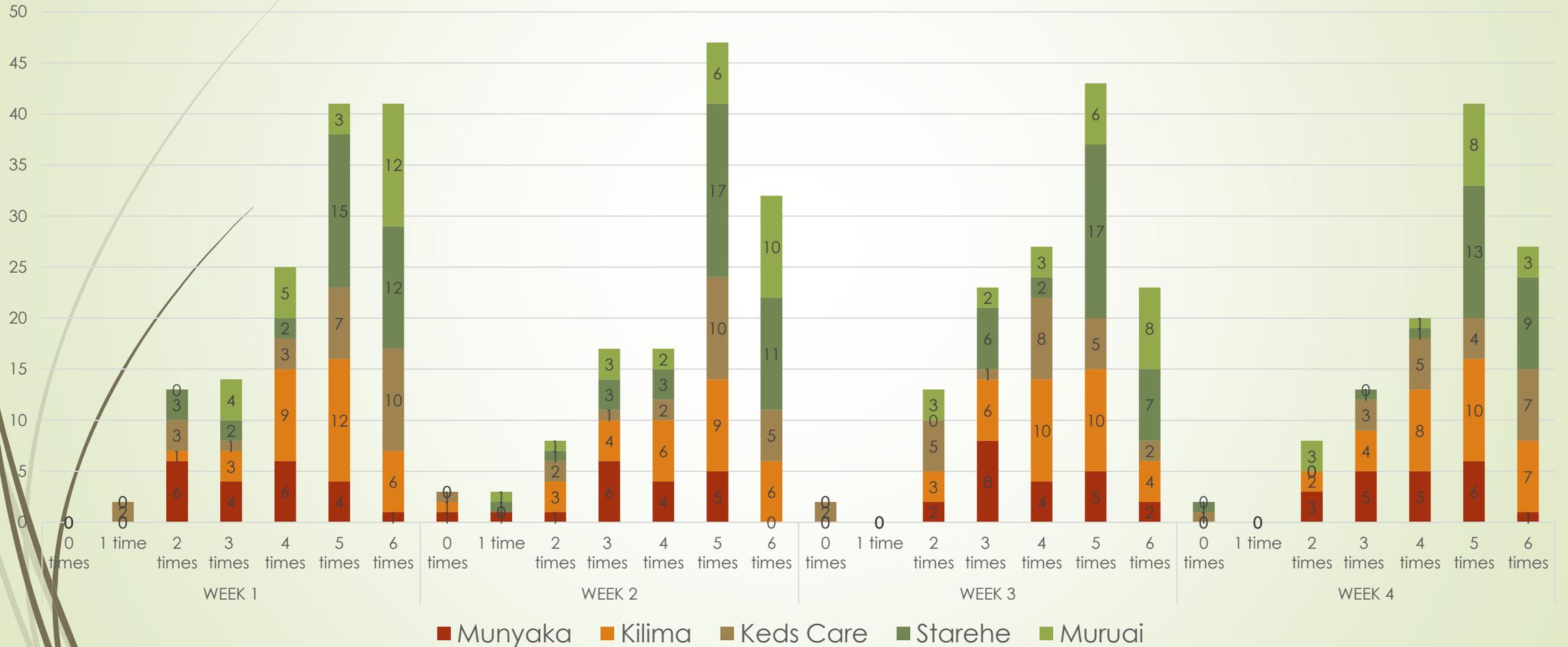
- ▶ Purpose of the study was to establish the best approach to involve parents in the education of their children.
- ▶ Involved comparison between face to face meetings and SMS based platform
- ▶ Data was collected by our field officers and the ECD Coordinators in the various regions.
- ▶ Schools selected were: Urban Schools, Rural Schools and APBET. These were representative of most schools in the country.
- ▶ Parents in **Treatment Group 1** were reached through weekly parent meetings.
- ▶ Parents in **Treatment Group 2** were reached through an activity sheet sent home with children from school.
- ▶ Materials given to both groups were: ***A story book, memory cards, number cards and counters.***
- ▶ A trigger SMS was sent to the parents each week to remind them of the activity they were to do with the children. The SMS was different for each treatment group.

SAMPLE SIZE

| Category | County | Zone | School | #Learners PP1 | #Leaners PP2 | Total | T1 | T2 |
|----------|-------------|-------------|--------------------|------------------|-----------------|-------------|------------|------------|
| Urban | Uasin Gishu | Kapsoya | Munyaka | 86 | 64 | 150 | 150 | |
| Urban | Uasin Gishu | Kapyemit | Uasin Gishu | 30 | 60 | 90 | | 90 |
| Rural | Uasin Gishu | Mois Bridge | Kilima | 76 | 56 | 132 | 132 | |
| Rural | Uasin Gishu | Mois Bridge | Natwana | 98 | 68 | 166 | | 166 |
| APBET | Nairobi | Congo | Keds Care | 38 | 42 | 80 | 80 | |
| APBET | Nairobi | Congo | Mabe | 46 | 40 | 86 | | 86 |
| Urban | Laikipia | Igwamiti | Starehe | 89 | 105 | 194 | 194 | |
| Urban | Laikipia | Igwamiti | 91 Municipality | 31 | 61 | 92 | | 92 |
| Rural | Laikipia | Salama | Muruai | 26 | 68 | 94 | 94 | |
| Rural | Laikipia | Salama | North Tetu | 120 | 63 | 183 | | 183 |
| | | | Total | 640 | 627 | 1267 | 650 | 617 |

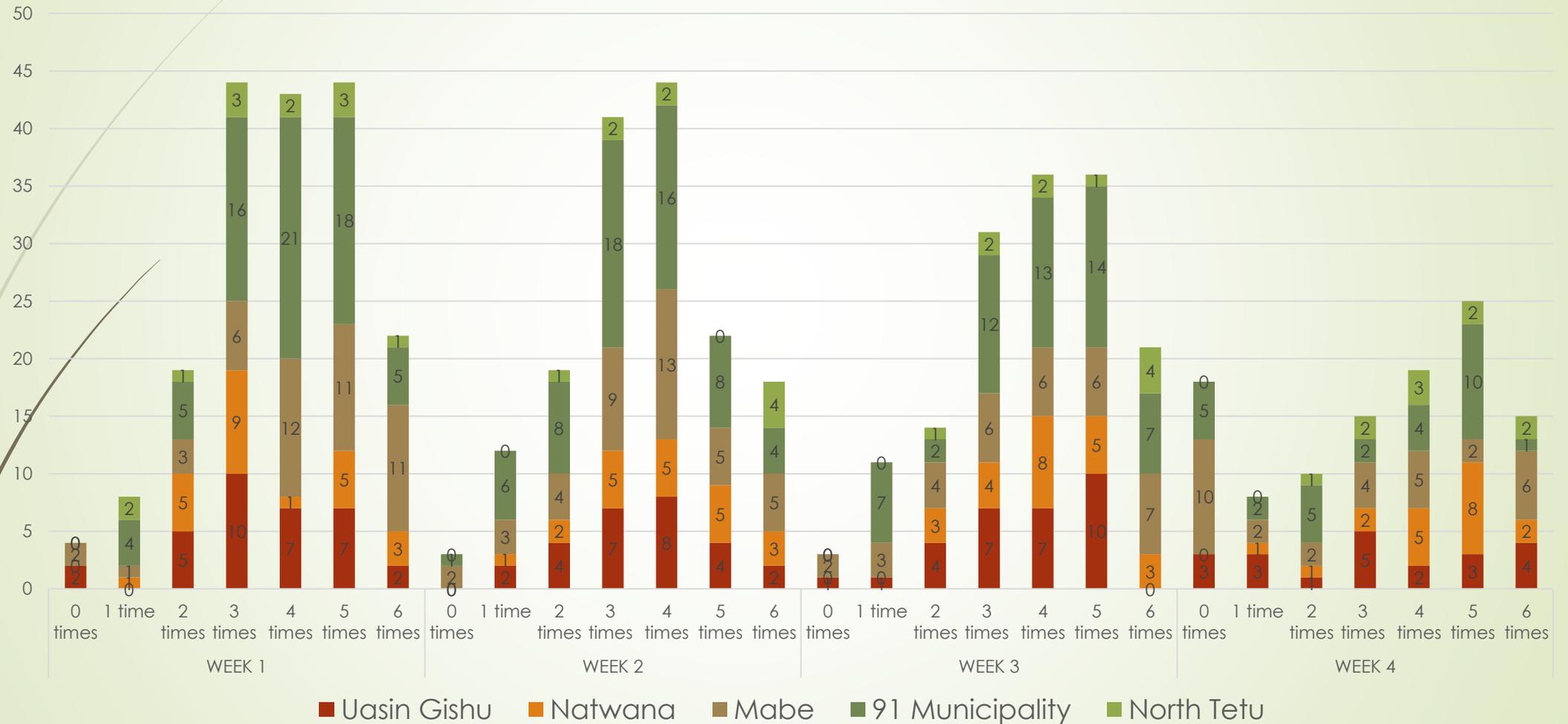
Findings

Proportion of Treatment 1 parents who did the activity per week



Findings

Proportion of Treatment 2 parents who did the activity per week





Findings

- Parents are eager to get involved in the education of their children
- Parents will be involved in the education of their children if they are given guidance on how they can be involved.
- Activities prepared for the parents need to be relevant and interesting for the parents as well as the children.
- parents in group 1, who received materials through weekly meetings, reported higher satisfaction with and more frequent use of activity packs with their children
- 4 USD the average cost per child for the parent engagement program



RECOMMENDATIONS FOR POLICY

- Development of a parental involvement guidelines or curriculum
 - Development of guidance materials for parental involvement activities
 - Capitation grant for the parental involvement program
 - Support the parental programs through the school system
 - Training facilitators for the parental involvement program
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Thank you

