



**African Population and
Health Research Center**

Transforming lives in Africa through research

Strengthening the capacity for play-based learning: Evidence from Kenya

Silas Onyango Ph.D.
Kenya

Background

- Quality ECE improves school readiness, positively influences learning outcomes, & increases school completion rates
- Positive effects are particularly strong for children who are marginalized e.g children with disabilities
- Play is a valued and ever-present aspect of culture and is believed to promote enjoyable learning if fully utilized
- Challenges with quality and equitable access still exist, particularly effective delivery of content through play-based approaches

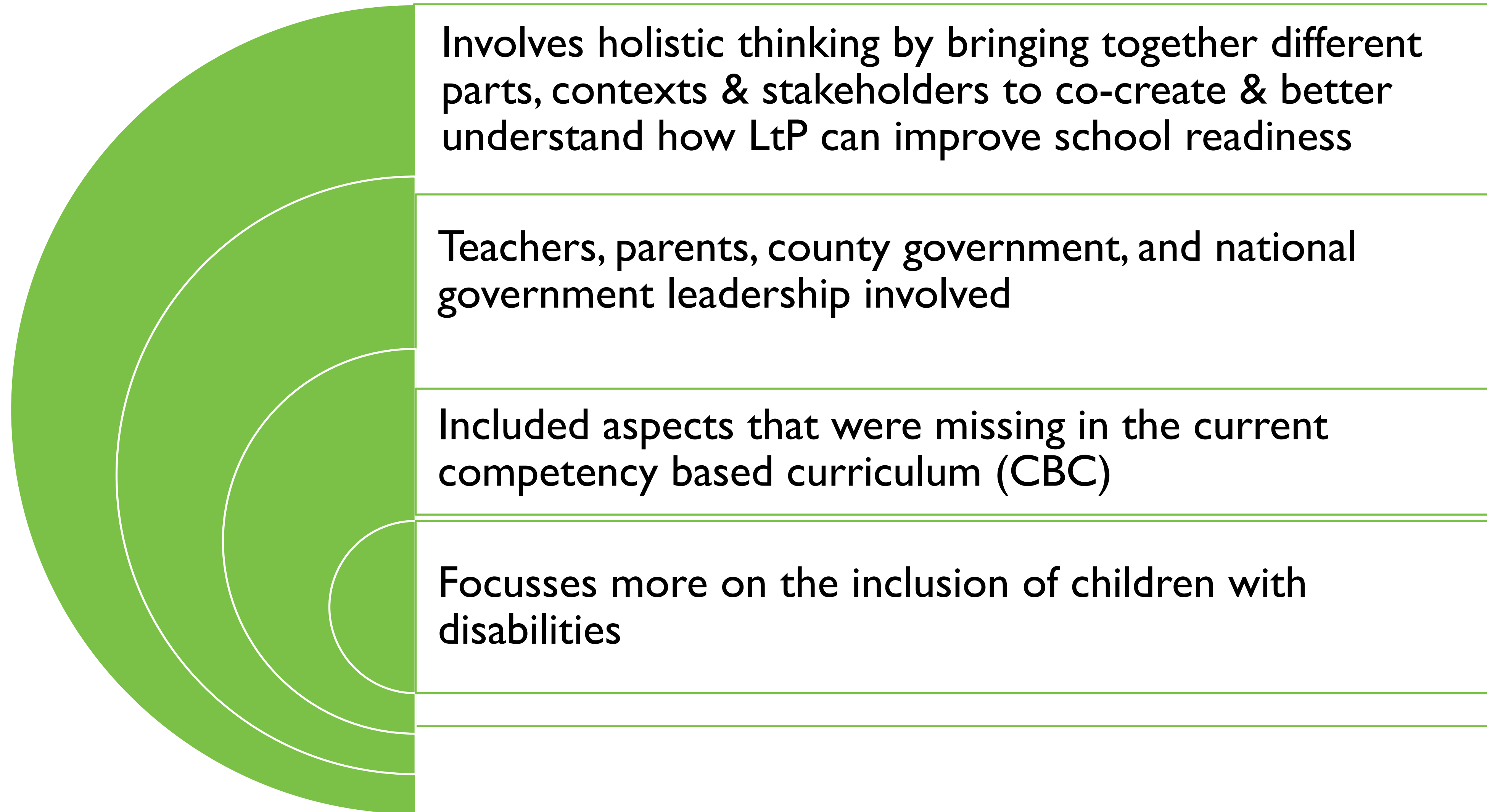
Objectives

- Generate knowledge on context-based innovation levers and conditions for scaling LtP approaches
- Strengthen capacities of teachers, parents, and other relevant stakeholders to design and implement play-based approaches at pre-primary and early primary levels
- Mobilize knowledge exchange and use to promote policy uptake on LtP approaches to strengthen the smooth transition from preschool to primary school

Key questions

- How can existing LtP approaches be adapted to strengthen school readiness and developmental outcomes of young children?
- What factors promote or hinder the adoption and scaling of LtP?
- What are the capacity gaps in facilitating LtP approaches among teachers, parents, caregivers?
- How can the capacity of teachers, parents, caregivers, be strengthened to enhance LtP approaches?
- What opportunities for knowledge exchange can be leveraged to further enhance the adoption of LtP?

Learning through play model



Implementation milestones

Scoping review

To understand existing LtP approaches in SSA

Stakeholder engagement

Key meetings held with local stakeholders (teachers and parents), County & National level

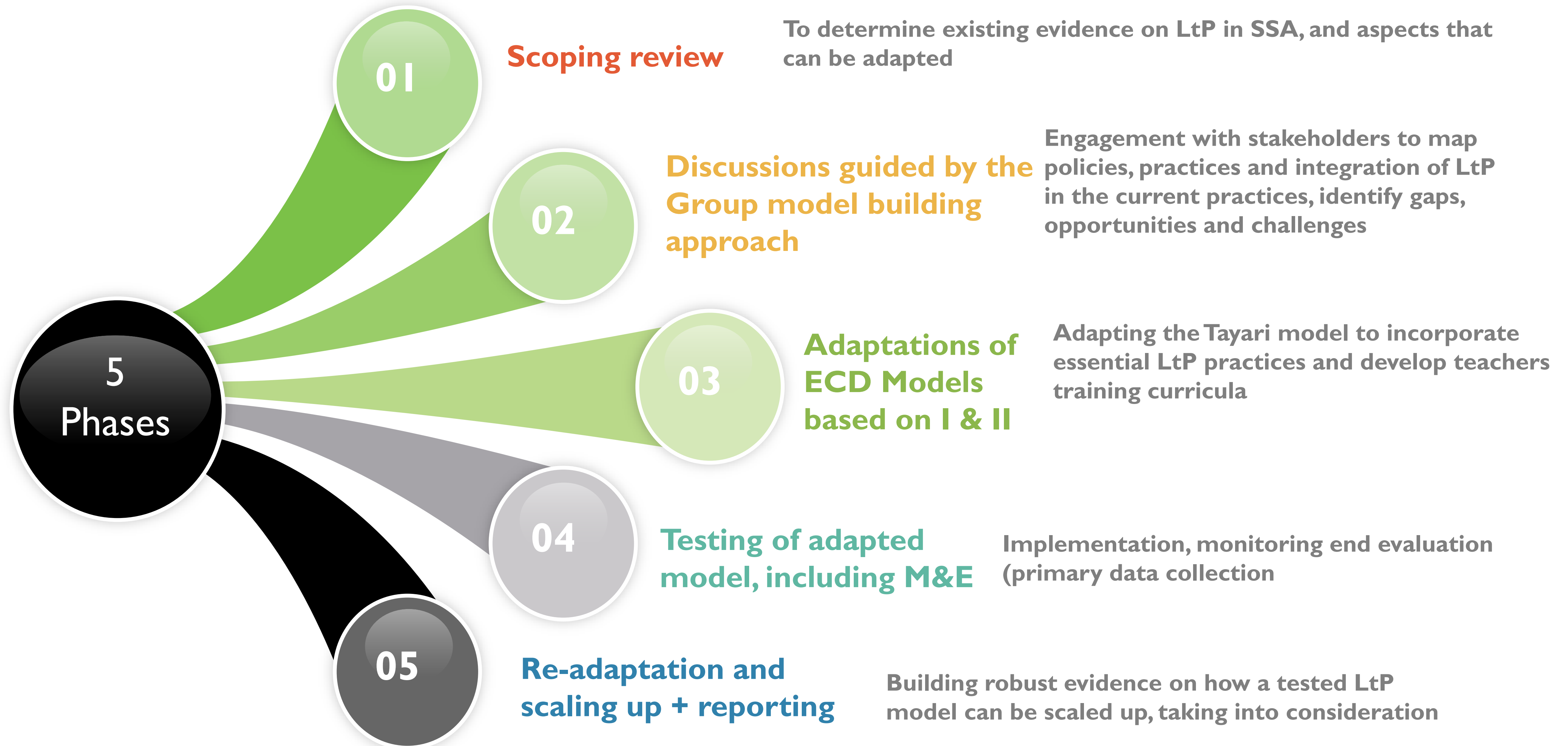
Baseline

Baseline data collection to understand existing LtP approaches in schools

Group model building approach

Key meetings held at community and national level to co-create LtP model

Implementation milestones



Implementation experiences

- Engaging key education stakeholders before & during data collection improves quality, enhances the possibility of adoption & use of outcomes
- Engaging beneficiaries (parents & teachers) prior to & during study is imperative to the successful uptake of LtP approaches
- Limited knowledge on the development of play materials
- Limited use of LtP approaches exist at home and school
- LtP is documented but not actualized in most preschools



Gaps identified

Weak linkage between
parents at home and
teachers in schools

Limited male involvement
in promoting learning

Inadequate skills in
teachers to effectively
use LtP for all children

Sustainability & Scalability of the model

- Knowledge generated during capacity strengthening for teachers will support the implementation of LtP approaches
- Buy in by the county and national government officials provides an opportunity for further adoption & uptake
- Contributions made during the ongoing competency based curriculum may be vital in later scaling up.
- Evidence generated could also be used to guide policy decisions on changes in the education system





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