

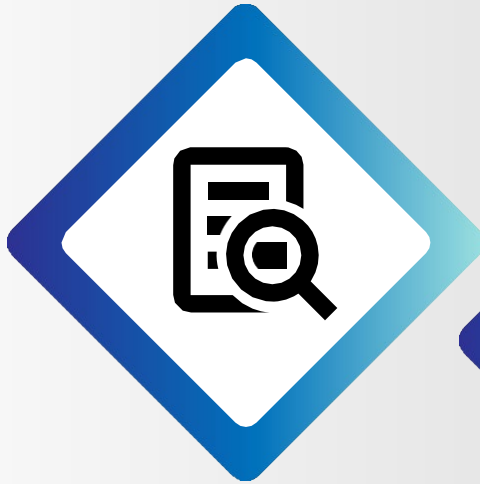
# Indigenous care and motivation practices as transition strategy into formal school tasks

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Dr. Pamela Wadende •  
Kisii University, Kenya •  
UNESCO expert meeting on learning sciences •  
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# **Plan**

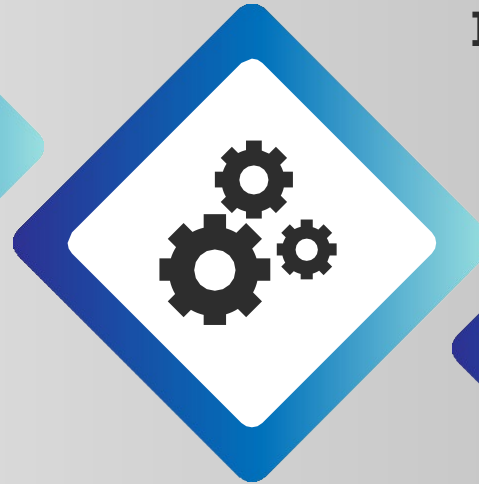
**Background**



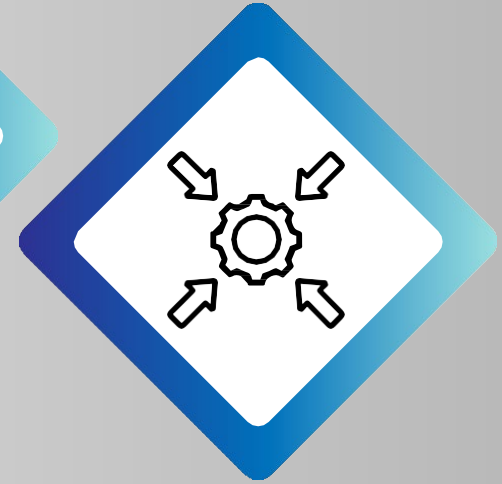
**Aim and population**



**Methods and findings**



**Impact on policy and practice**



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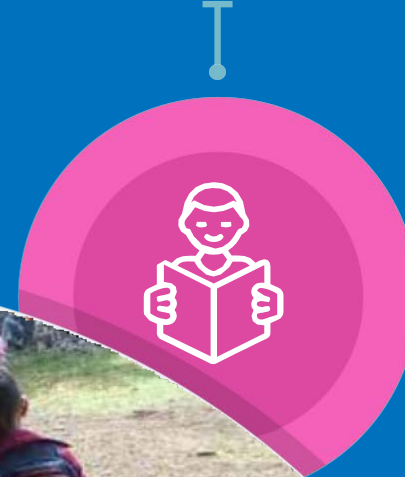
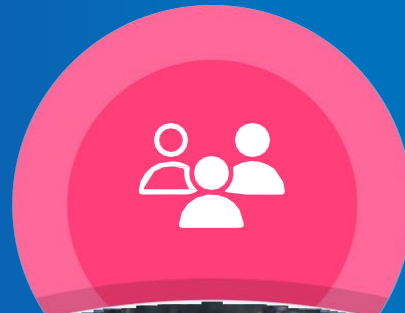


# Background

A good education starts at home and continues in school with both settings reinforcing each other. The disconnect between the care and motivation practices at home and school in Africa, often disorients children resulting in poor performance in school and this persists and affects future prospects.

African indigenous communities had a Comprehensive community-focused culturally based teaching and motivational system that demanded active engagement from the children in various stages of development.

Many features of this system remain in contemporary African family practices of early childhood care and education. Both these teaching and motivational practices and community involvement may offer important intervention points useful in supporting healthy development of children transitioning from the home to the new school environment

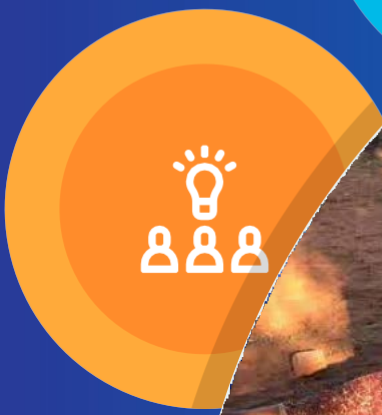




# 01

## Aim

Collect indigenous care and motivation strategies used with children 3-5 years in home and school settings so caregivers in both settings could adapt suitable practices.



# 02

## Population

Two rural areas of Africa: Kericho, Kenya and Livingstone, Zambia among a farmer and craft-making community respectively. Recruited 40 parents and their children aged 3-5 years and 20 ECCE teachers.



# 03

## Methods

Designed to target policy and practice and be suitable for use with rural underserved LMIC populations

- a) **Local teachers:** research assistants / data collection supervisors
- b) **Local youth:** Data collectors
- c) **Local ECCE Managers / administrators:** Collaborators
- d) **School Headteachers:** Collaborators
- e) **Parents / community members:** participants
- f) **Children:** Participants



# 04

## Findings

**One main finding:** Children were exposed to an integrated curriculum at home but to a segmented one (according to subjects) in school.



# 05

## Recommendation

**Main recommendation:** Each setting adapts identified suitable child motivation strategies.

We developed a policy brief and stakeholder dissemination documents which we shared widely.



01

Shared findings with regional ECCE network (AFECN),



02

Local ECCE administrators – Important contributors in policy formulation discussions



03

Teachers were encouraged to and adapted suitable findings into their practice.



04

Parents and teachers got a chance to relate closely during the project and dissemination stages.



Impact on policy and practice

# Future directions

- Involve parents, teachers and participating schools more in whole project process
- Involve ECCE administrators more in the entire process
- Test findings in more sites. e.g, we have conducted a study exploring the support older siblings can offer younger ones to develop school readiness skills
- Evaluate uptake of findings in participating schools



**Thank you  
for  
listening**

 **@pam\_akinyi**

