



# SCHOOLS 2030

## KENYA BEQI PILOT REPORT

*Overview of the process and results from piloting the BEQI in Kenya –  
October 2021*



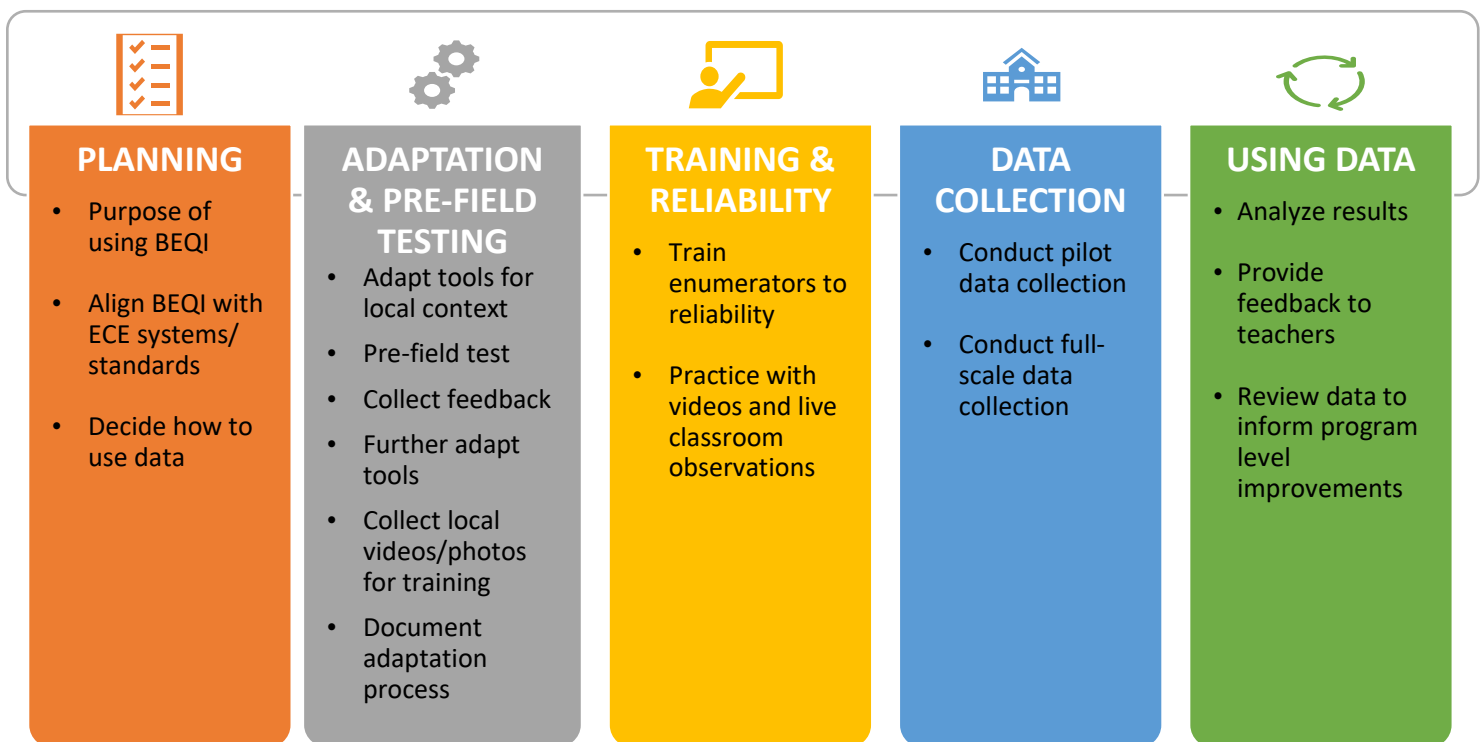
**ECD measure**  
S2030 KENYA BEQI PILOT REPORT | 1

## S2030 BEQI Overview

The Brief Early Childhood Quality Inventory (BEQI) tool was developed by ECD Measure to provide fast and feasible measurement of early childhood care and education settings. The tool includes a Classroom Observation tool, in which a trained observer completes the tool, and a Self-Assessment, that can be filled out by teachers as a reflection of their teaching practices and potential areas for improvements. For Schools 2030, BEQI is used to provide initial assessments of classroom practices, which will serve as the jumping off point for reflecting on quality practices and professional development as the Schools 2030 Human-Centered Design process evolves.

This report documents the work conducted in Kenya in 2021 to pilot the BEQI and includes details on the adaptation and pre-piloting of the tools, the training and reliability process, data collection, results, and suggestions for next steps in using the data for improvement. The purpose of the pilot is to ensure that items assess what the purport to test, to ensure that enumerators can be reliably trained in administering the items, and that the items capture the quality in a range of settings. As such the size of the pilot was kept small (nine classrooms) to ensure that the tools and training work before conducting a large-scale data collection. Kenya is the first S2030 team to pilot the BEQI and provided important insights and feedback in what worked and how to improve the process for future teams. The ECD Measure team is grateful for these important contributions.

The BEQI process in Kenya followed these five phases:





## ADAPTATION & PRE-PILOT TESTING

BEQI is designed to be adapted to context. An important part of the BEQI process is the alignment with national/programmatic goals and cultural expectations for early learning environments. Each country/program should follow an adaptation process through which the core classroom observation checklist and self-assessment items can be adapted to country/cultural/language context and any new country-specific items can be added.

The ECD Measure (ECDM) team initiated work with the Kenya Madrasa Early Childhood Program (MECP-K) team in February 2021 to provide an overview of the BEQI tools and to provide guidance on the adaptation process. The MECP-K team used the Basic Education Curriculum Framework and the Madrasa Early Childhood Program Learning Environment Assessment Tool to ensure alignment between the BEQI and national/local goals and expectations for early learning environments. The adaptation of the tools took place during March and April 2021; support and inputs to the adapted tools from ECDM was provided via email and remotely. Adaptations made included: the removal of some items to shorten the tools and to prioritize items most related to quality in Kenya; the addition of items specific to the Kenya context (i.e. on inclusion of religious activities); and the rewording of some items to make them more relevant for the local context.

Before finalizing tools for implementation, the MECP-K team pre-piloted the tools. The objective of the pre-pilot is to help teams understand how BEQI items work in local classrooms and to ensure that the items capture quality in a range of settings. For the self-assessment, the intention of the pre-pilot is to ensure the tool is working as it should for teachers to reflect on their practices. Prior to the pre-pilot, the ECD Measure team led a brief training/orientation on the tools for the MECP-K team.

The pre-pilot was conducted on May 24<sup>th</sup> and 25<sup>th</sup> by four MECP-K staff in three schools: Rahmatullah (community pre-school); Mombasa Primary ECDE (Public school); and Jomvu Primary ECDE (Public School). During the pre-pilot, the team [gathered valuable feedback](#) from teachers and other stakeholders on both the observation checklist and self-assessment. Key feedback included the need to reduce the length of the tools and notes on specific items that required further clarification. Following the pre-pilot, a debriefing was held with ECDM to further adjust and finalize the tools.

During the pre-pilot<sup>1</sup>, MECP-K also collected local videos and photos to be used during the enumerator reliability training. The videos are valuable in providing examples of items in the local context that can be used to help the enumerators identify BEQI items when they go to actual classrooms. MECP-K hired a professional to collect these videos and collected photos and videos on their own. Prior to the pre-pilot, ECDM provided a specific training on video and photo collection to MECP-K staff and the videographer. Necessary consent for filming and photography was obtained by the MECP-K team.

Follow these links for the pilot versions of the S2030 Kenya BEQI [Classroom Observation](#) and [Self-Assessment](#).

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<sup>1</sup> Prior to the pre-pilot, ECDM provided specific training and guidance on video and photo collection



## TRAINING & RELIABILITY

A key element of data collection is ensuring highly trained data collectors (enumerators). Good training and standardization of enumerators is essential for getting meaningful results when using the BEQI tools. Measures that are not applied accurately or consistently will yield poor quality data, making it impossible to draw conclusions about what was measured, and its interpretation. A well thought-out, detailed training plan enables trainers and trainees to feel confident that they are collecting data that can be used to truthfully describe the quality of a preprimary program. We have found that the best enumerators are those with some type of experience or knowledge in early childhood. Training and reliability procedures are led by certified BEQI trainers from the ECDM team.

The S2030 Kenya BEQI Reliability Training took place from September 6-9, 2021. The training was provided virtually and took approximately 3-4 hours each day; at the end of each day trainees were given different assignments and tasks to complete on their own. Throughout the training, participants had multiple opportunities to practice coding and using the tools. A full [training report can be found here](#). The agenda for the training was the following:

Day	Agenda Topics
1	<ul style="list-style-type: none"><li>• All About BEQI</li><li>• Observation Basics</li></ul>
2	<ul style="list-style-type: none"><li>• <i>Module 1: Play-based Learning</i></li><li>• <i>Module 2: Learning through Conversations</i></li></ul>
3	<ul style="list-style-type: none"><li>• <i>Module 3: Promoting Strong Relationships</i></li><li>• <i>Module 4: Safe and Stimulating Environments</i></li></ul>
4	<ul style="list-style-type: none"><li>• In the Field</li><li>• Reliability Procedures</li><li>• Reliability Assignment</li></ul>

Ten enumerators were trained, including the MECP-K supervisor. At the end of the four days of training, trainees were given both a written reliability quiz (multiple choice/true false format) and a video reliability quiz in which they use the BEQI Classroom Observation to score a 25-minute video of a classroom; scores are then compared to the master code as established by ECDM.

The process for achieving reliability for each enumerator included the following:

1. Completion of training and associated “homework” activities
2. Pass written quiz (multiple choice/true false format) with at least 85% correct
3. Pass video observation reliability (85% exact scoring match)

Table 1 summarizes the results from the reliability process.

Table 1: ENUMERATOR RELIABILITY SUMMARY	
# enumerators Trained	10, including supervisor
# enumerators passed written quiz (at least 85% correct)	6
# enumerators passed video quiz with 85% agreement (with master code)	8

Total # reliable enumerators	6
# of trained enumerators removed	1 dropped 1-2 removed

Following the training and reliability quizzes, specific items were noted as challenging. ECDM took note of these items to improve for future S2030 trainings. ECDM provided additional specific training to the enumerators on these items prior to data collection. See Table 2.

**Table 2: Challenging Items (*these items could pose a risk to reliability once the tools are in the field*)**

Items	Issue
#5 Do children have some choice in how to carry out an activity?	44% reliable on video quiz. The concept of having choice was not as familiar to enumerators. In many Kenyan pre-primary classrooms, most activities are teacher-directed, so it was difficult to find good contextualized examples of when this should be marked “yes”. The team should look for more examples of yes and no for future trainings.
#6 Do children have free choice/open play time?	33% reliable on video quiz. Most said “yes,” when there was no free choice. Similar to Item #5, we have limited video examples of “yes” on free choice/open play, so it was difficult to train on this item. The team should look for more examples of yes and no for future trainings.
#12 How do children spend time?	22% reliable on video quiz. Video quiz was mostly teacher planned- but most saw a balance, and some even said there was mostly free choice. The team should look for more examples of these three categories (i.e. time in free play, balance of free play/teacher-initiated, and teacher initiated). This concept is closely related to the challenges in item #5 and #6. Child choice vs. teacher planned is a core component of the BEQI, so we encourage the team to continue to gather more video examples on this topic. We can also draw from more international examples of “yes” for items 5,6, and 12.
#20 Does teacher engage in literacy activity	Despite explaining this item multiple times, trainees still counted storybook read as a literacy activity. It is understandable that enumerators want to count storybook reads as literacy activities, but we will need to continually remind them while reading is technically is literacy, for the purpose of the BEQI tool, storybook read is included in its own item (item #29), so it should not be double-counted.
#34 Peer interactions mostly positive	Confusion with this “N/A” category. Half marked N/A, when should’ve been “yes.” Should only be counted if no children are observed interacting with each other (which is likely rare!). We could also consider rewording this item if it continues to be tricky for reliability.
38. Does the teacher take part in activities with children, or engage with materials with children	In video quiz, teacher did not take part (especially not half the time)- but 78% said they did. Note, the enumerators were all mostly reliable with each other though. More examples of “yes” and “no” are needed.
#39 Does teacher provide one-on-one individualized instruction	When trainers marked “no” in videos, trainees would mark “yes.” However, trainees were always 100% reliable with each other. There is some confusion with individualized instruction- it is more than just a teacher talking to a child, there needs to be

instruction/teaching involved. The team should continue to look for examples of “yes” and “no”
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Following the training, the trainees had one day of site visits to practice completing the BEQI Classroom Observation. During the site visits, the enumerators observed the same classroom and scored the Classroom Observation tool independently and then returned to the training center to review scores and discuss any discrepancies. In general, the enumerators were reliable with each other during this practice site visit.

During training, time was set aside to review the BEQI Self-Assessment tool to ensure that the enumerators had a common understanding of the self-assessment purpose and questions. It was decided that the enumerators would provide the teachers with a brief description of the self-assessment and arrange a time to come back and retrieve the completed self-assessment (ideally on the same day.) Each enumerator was responsible for ensuring the teacher associated with his/her classroom observation completed the self-assessment.

ECDM, MECP-K and the enumerators also developed a WhatsApp group. This was effective in sharing relevant links during the training, sharing real-time updates, supporting enumerators once they were in the field, and addressing issues immediately as they arose.



## DATA COLLECTION

Kenya pilot data collection took place from September 16-17, 2021. The pilot took place in five schools, in nine classrooms (at both PP1 and PP2 levels.) See Table 3.

**Table 3: S2030 Kenya BEQI Pilot Schools**

School Name	Type	Level	Total # of children
Mbeheni Pre-Primary	Public	PP1	18
		PP2	18
Khadija Pre-Primary	Community	PP1	43
		PP2	38
Taqwa Nursery School	Community	PP1	17
		PP2	12
Irshad Integrated School	Community	PP1	19
		PP2	20
Kadzandani ECD	Public	PP2	31

MECP-K was responsible for the hiring of enumerators, data collection plan, ensuring sufficient print-outs of tools and materials, contacting schools in advance, and ensuring that enumerators had the contact information of the schools and teachers in case of any issues once in the field. Five of the reliable enumerators were sent to the field for actual data collection.

As per ECDM guidance, classroom observations lasted 90-minutes per classroom. Observations were held in the morning. Following the classroom observation, the enumerators gave the lead teacher of the classroom observed a copy of the self-assessment and a brief overview of the tool. The teacher was responsible for filling out the self-assessment on his/her own. The enumerator arranged with the teacher a time to come back and collect the self-assessment (in most cases this happened on the same day, however some enumerators did have to plan an additional trip back to the school to collect the self-assessment.) After completing the self-assessment, enumerators did a short reflection with the teachers to collect feedback on the ease and usefulness of completing the self-assessment. See these responses in Annex II.

During the actual classroom observation and self-assessment, data was collected using paper copies of the tools. Enumerators then entered the data using google forms (links were provided in advance by the ECDM team.)



## PILOT RESULTS

The following are results from the Kenya BEQI Pilot. In reviewing these results, it is important to note that these results are from a very small sample and should not be interpreted to draw any general conclusions on Kenyan pre-primary classrooms or the classrooms that will comprise the Schools 2030 sample. An overall summary of the results is provided, followed by the results from the Classroom Observation, and then the results from the Teacher Self-Assessment. Responses from the Self-Assessment open-ended questions can be found in Annex I.

In this pilot sample of nine classrooms, most teachers are observed doing math and literacy activities. Most activities are teacher-directed and in most classrooms children did not have free choice/open play time. Access and use of books seems to be an issue- only half of the classrooms had books and only one classroom reported children reading or looking at books on their own and only one classroom reported the teacher reading a story book to the children. Teachers are doing a lot of positive things to promote strong relationships, such as comforting children when they are upset, making eye contact with children, getting on children's level, taking part in activities with children, and providing individualized feedback and instruction to children.

In reviewing the self-assessment, it is important to note that it is self-reported and our teams need to continue to think about ways to make sure the self-assessment is accurate and useful. The self-assessment is not intended to replace the observation and we anticipate that the self-assessment and the observation will capture different elements of classrooms. At the same time, we can learn about teachers' perceptions by focusing on the areas that are either in alignment or not in alignment between the self-assessment and the observation. There were some discrepancies between what was observed during the classroom observation and what teachers reported in the self-assessment and these should be further discussed and reviewed.

Some examples of these discrepancies include:

- "Do children have choice in how to carry out activities":
  - o On the Classroom Observation, in 1/3 of classrooms observed, children had no choice in how to carry out the activity;
  - o In the self-assessment all teachers reported either often or sometimes giving choice to children.
- "Do children have free choice/open play time":
  - o On the Classroom Observation, 7/9 classroom observed had no free choice/open play time;
  - o In the self-assessment only one teacher reported that they rarely provided this for the children; the other 8 teachers reported that they sometimes or often provided free choice/open play.
- "Do children look/read books on their own":
  - o In the Classroom Observation, only one classroom reported children looking at books on their own;
  - o In the Self-Assessment, 7/9 teachers reported that children look at books on their own.
- "Does the teacher lead an environmental activity"



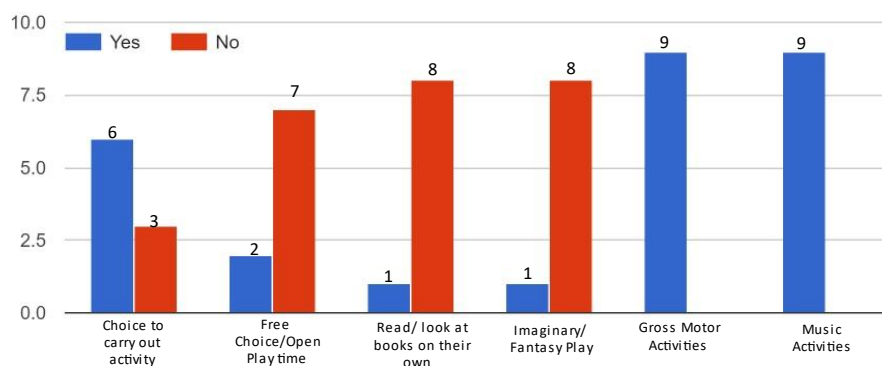
- In the Classroom Observation, only one teacher was observed leading an environmental activity
- In the Self-Assessment, 8/9 teachers reported that they often lead environmental activities

In reviewing these results, we can see that teachers may believe that they are engaging in these activities more than they actually are in practice. Teachers may benefit from feedback and professional development to help them engage in these behaviors more often- which is different than trying to convince them that these are good practices, which they may already know.

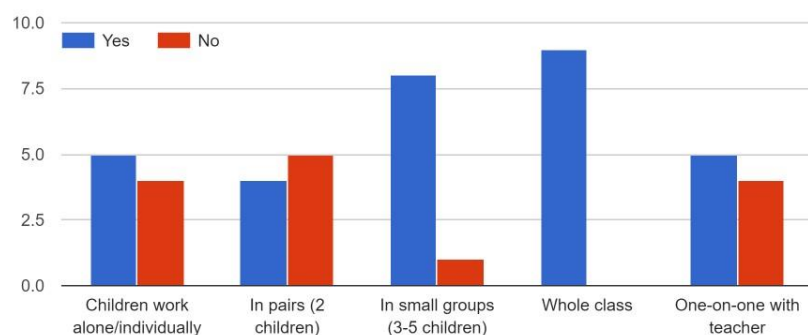
## Descriptive results from the BEQI Classroom Observation

### Classroom Observation Module 1: Play-Based Learning

Do you observe children doing the following?

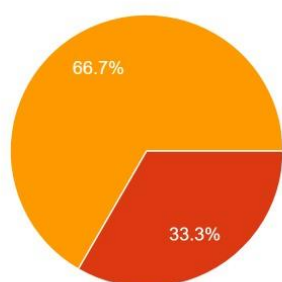


11. Do you observe children working/doing activities in the following groupings:



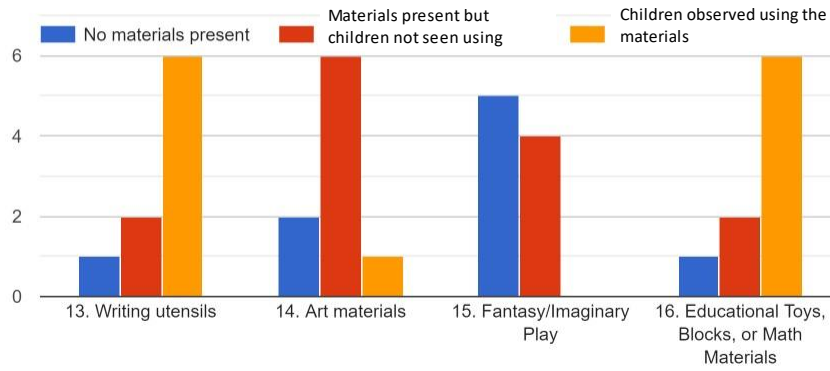
12. How do children spend time?

9 responses



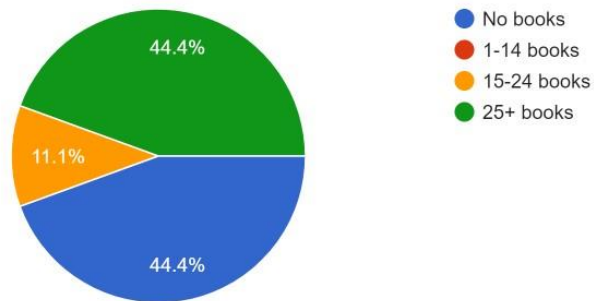
- Children spend most of the time in free play/open choice (limited time in routines, meals, toileting, napping).
- Children spend some time in free play and some time in planned or provider-initiated activities.
- Children spend most of the time in planned or provider-initiated activities.

Do children engage with the following materials?



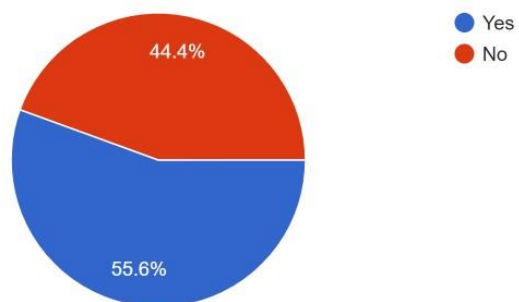
17. Number of complete books in the room:

9 responses

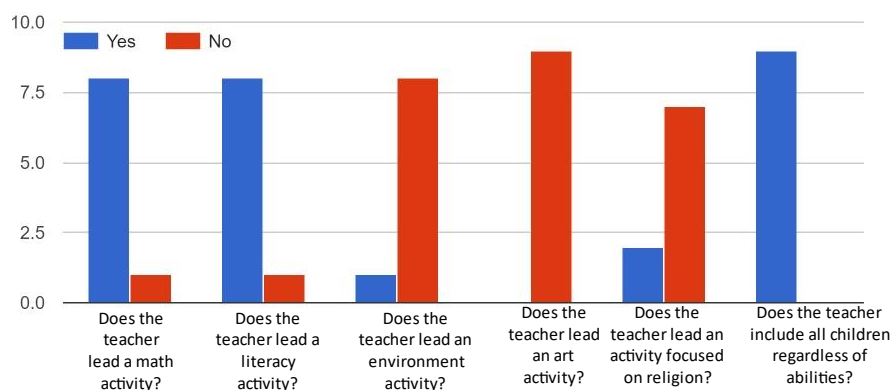


18. Are books accessible for use by children?

9 responses



Do you observe the TEACHER doing the following?



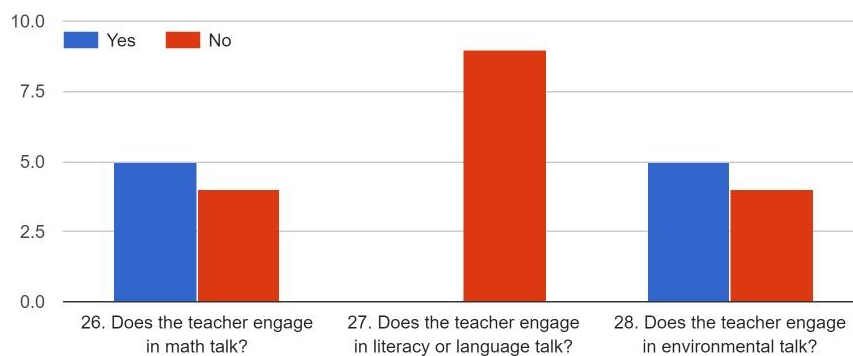
### **Classroom Observation Module 2: Learning through Conversations**

25. Do children have the opportunity to express themselves?

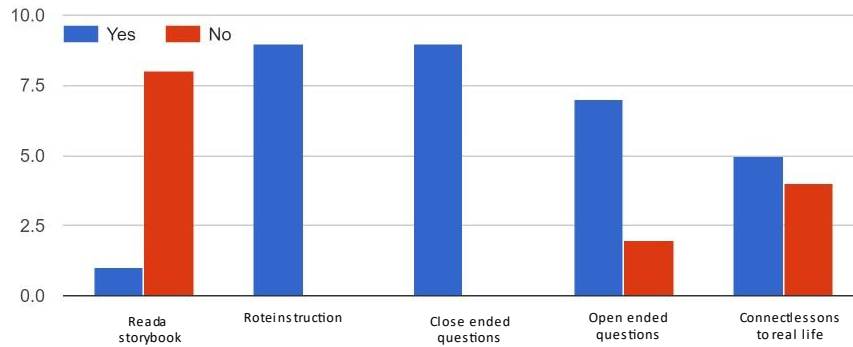
9 responses



Is the following talk or conversations by the TEACHER observed?



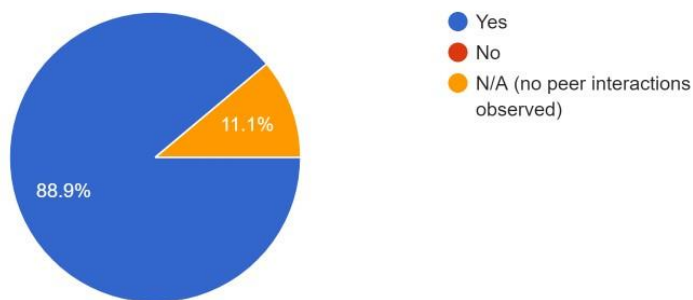
Does the teacher do the following?



### **Classroom Observation Module 3: Promoting Strong Relationships**

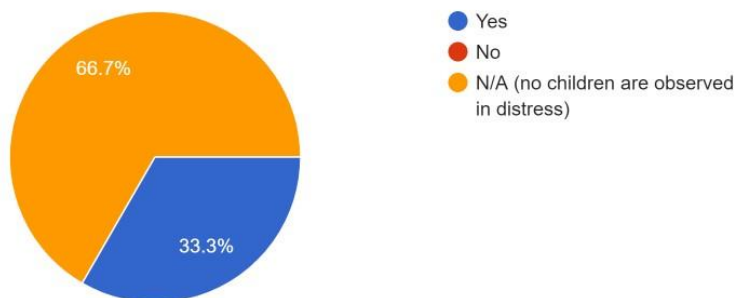
34. Are peer interactions mostly positive, with few (if any) conflicts (such as pushing, teasing, fighting over materials)?

9 responses

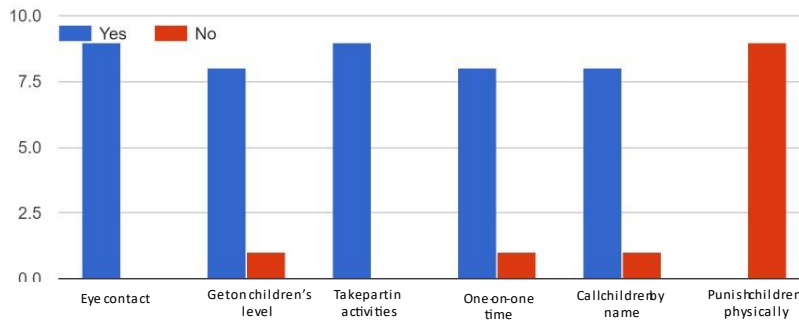


35. Does the teacher comfort children when they are sad, injured, scared or distressed?

9 responses

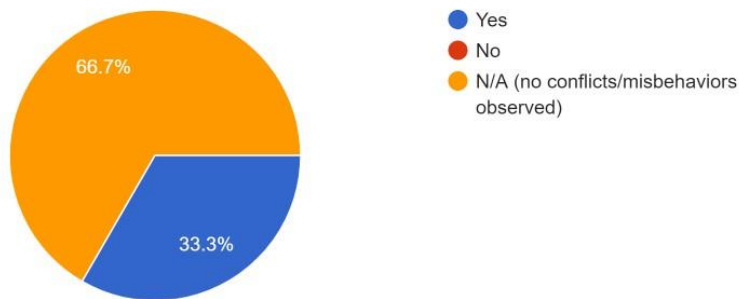


Do you observe the TEACHER do the following to promote strong relationships?



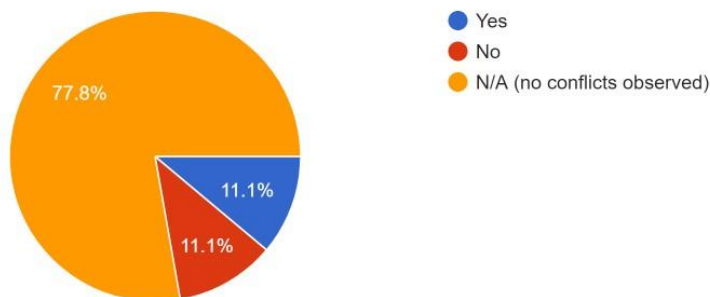
42. Does the teacher intervene when children have conflicts with peers or undesirable behaviors?

9 responses

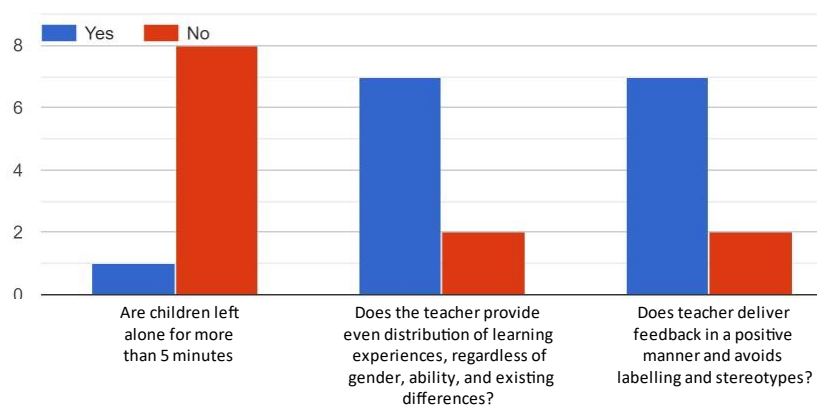


43. Does the teacher encourage children to resolve peer conflicts by talking to each other?

9 responses

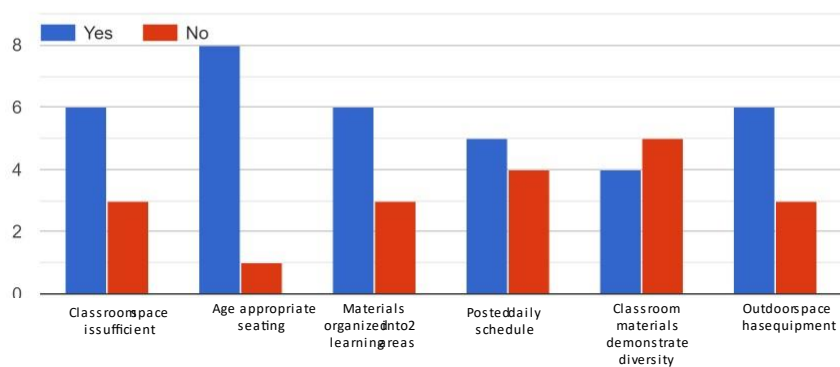


Do you observe the teacher doing the following?

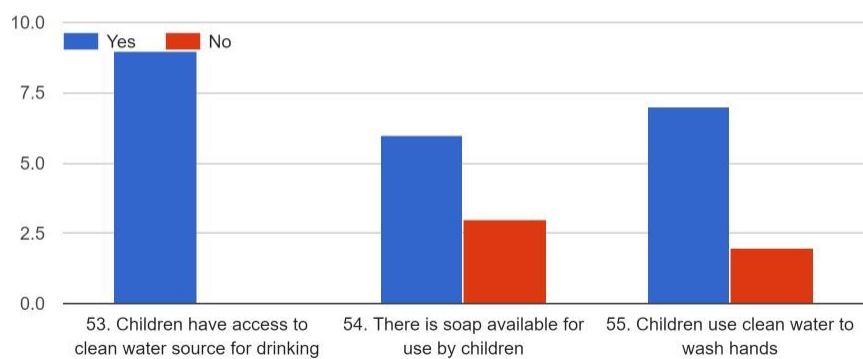


#### **Classroom Observation Module 4: Stimulating and Safe Environment**

Is the environment stimulating for children to learn through play?

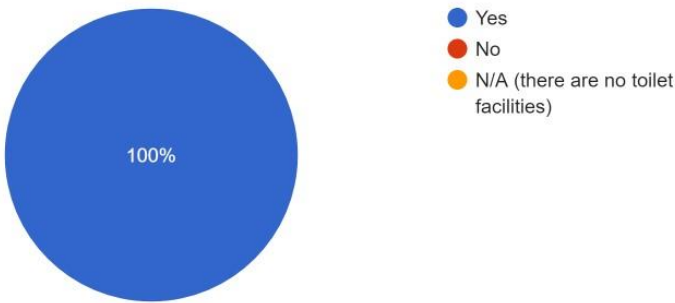


Are facilities clean and safe for children?

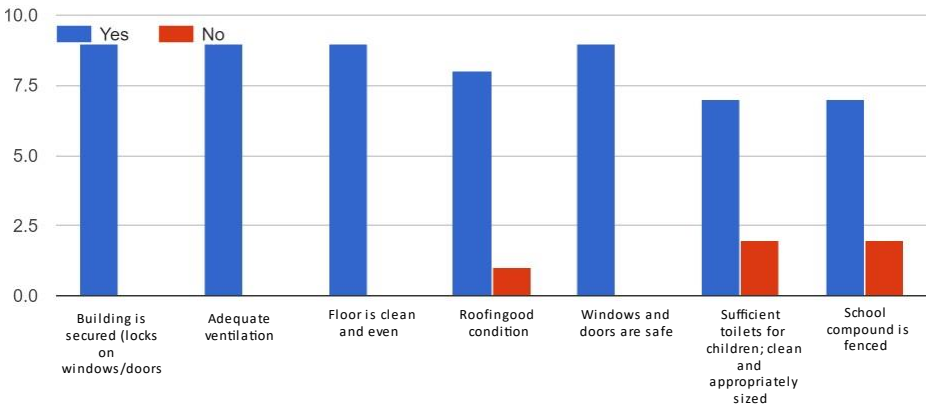


56. Toilet facilities are separated by gender

9 responses



Are buildings and grounds conditions safe for children?

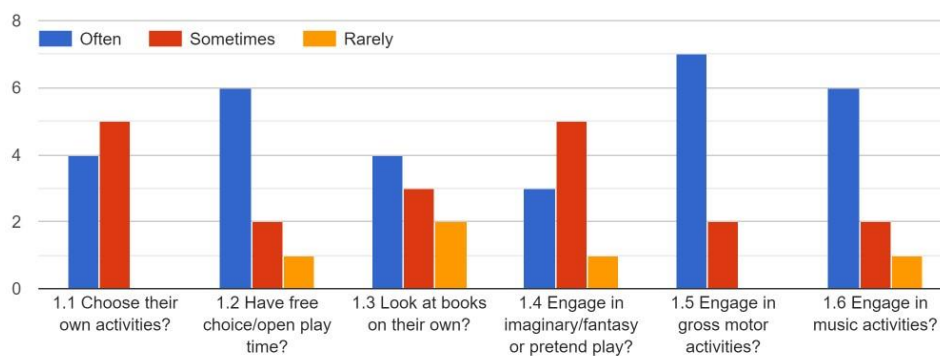




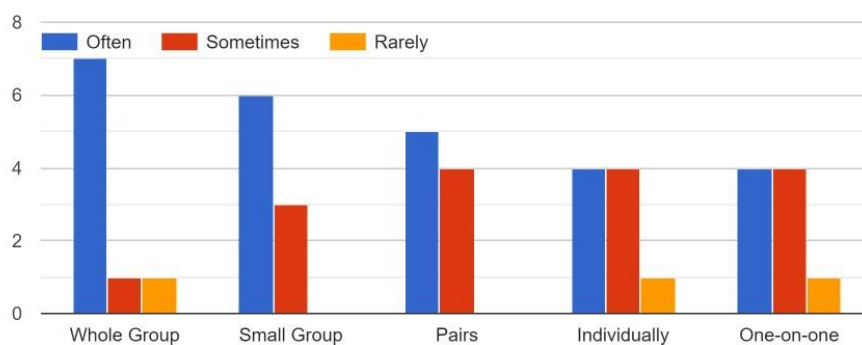
## Results from the BEQI Self Assessment

### Self Assessment Module 1: Play-Based Learning

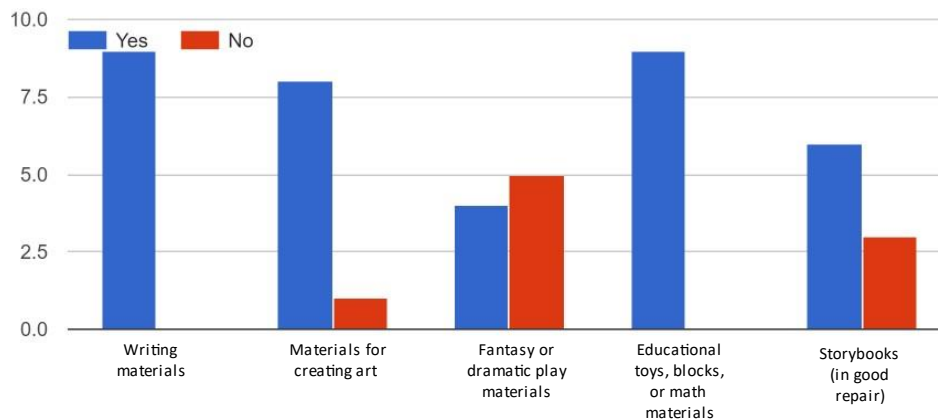
How often do children in your program do the following?



1.7 How often do children in your program play or engage within the following groupings?

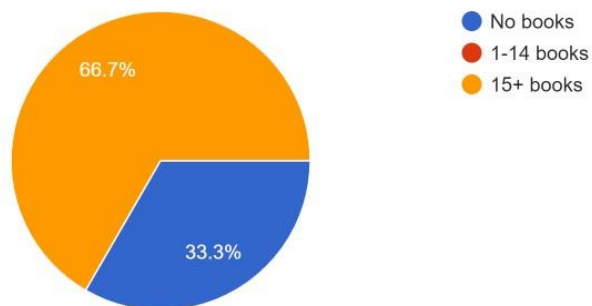


Does your classroom have the following play-promoting materials?:

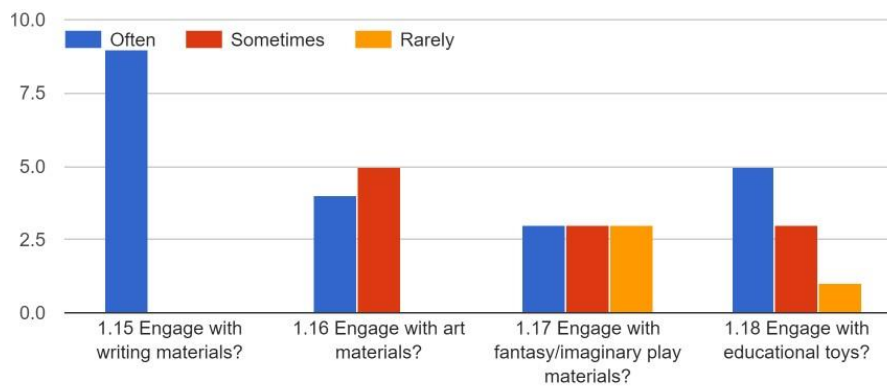


1.14 How many complete books (store-bought or teacher made) do you have in your room?

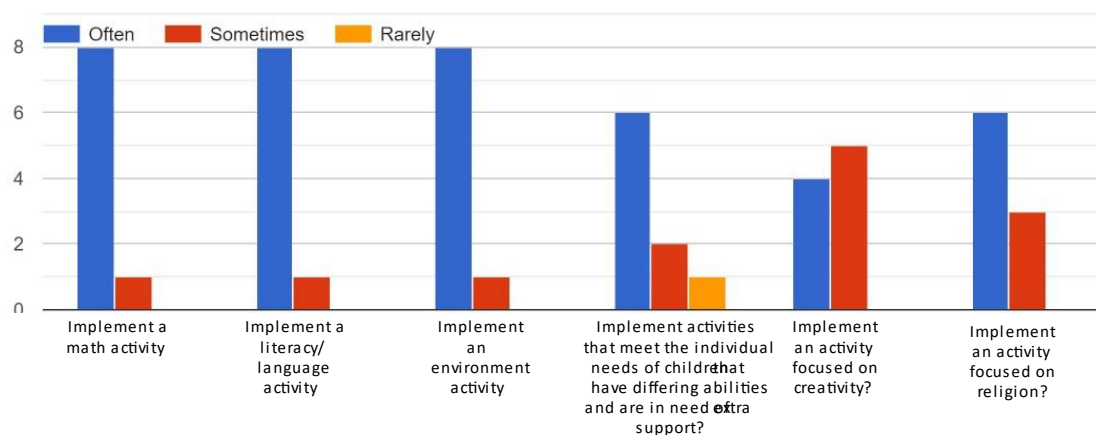
9 responses



How often do children in your program do the following?

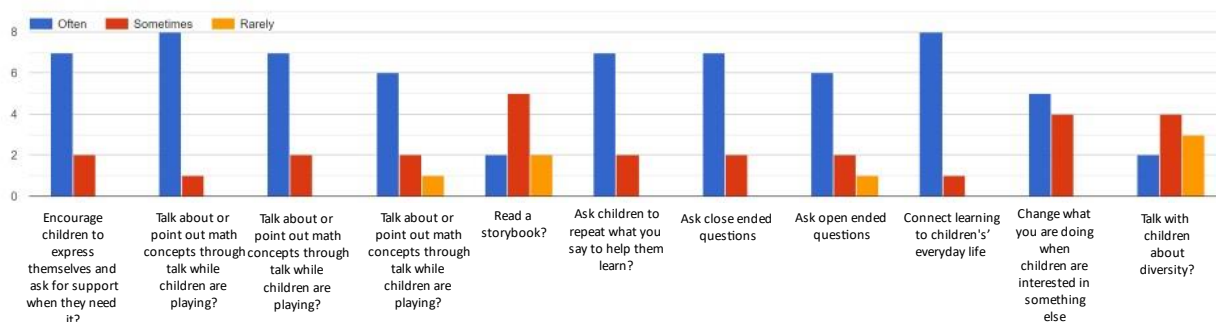


How often did YOU offer the following types of play-based activities to children?



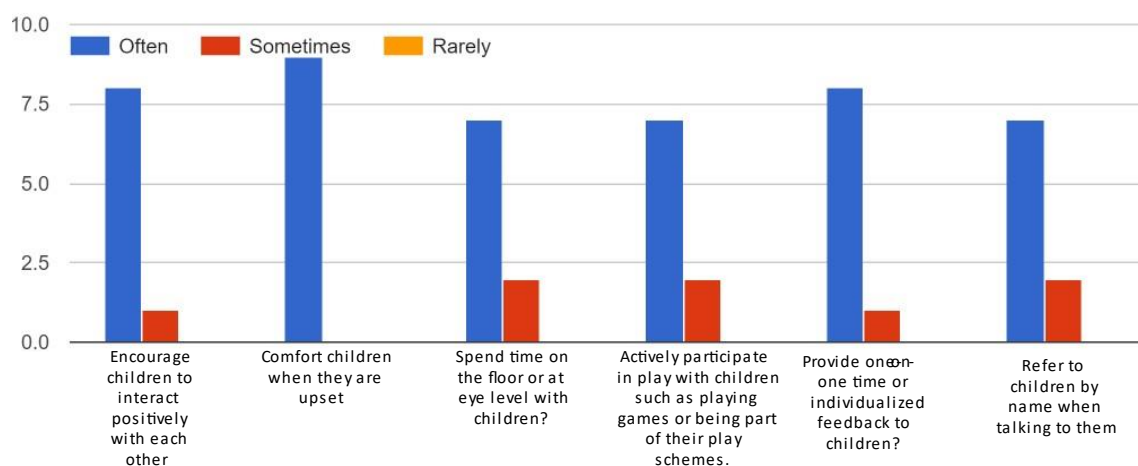
## **Self-Assessment Module 2: Learning through Conversations**

How often did YOU have these types of conversations, talk or engagement with children?

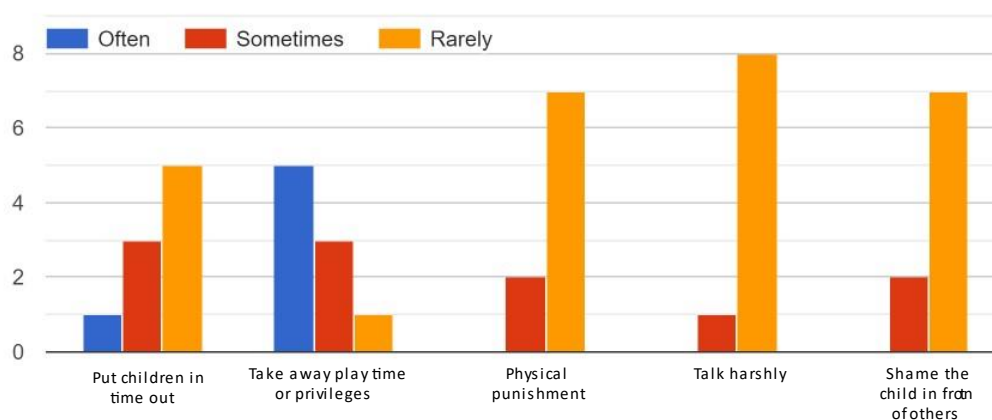


### Self-Assessment Module 3: Promoting Strong Relationships

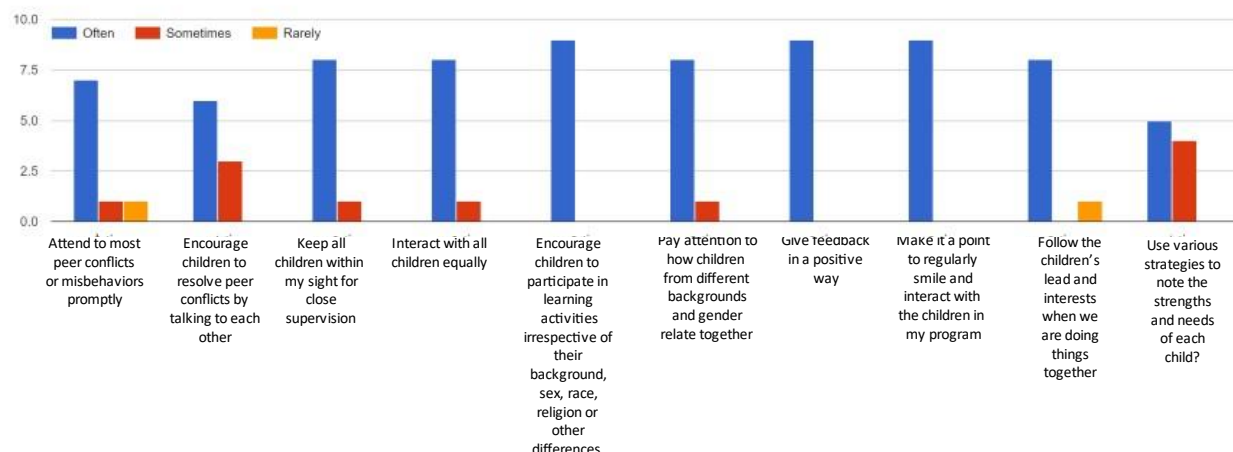
How often did YOU do the following to promote positive relationships?



3.7 When disciplining children, I use these methods:

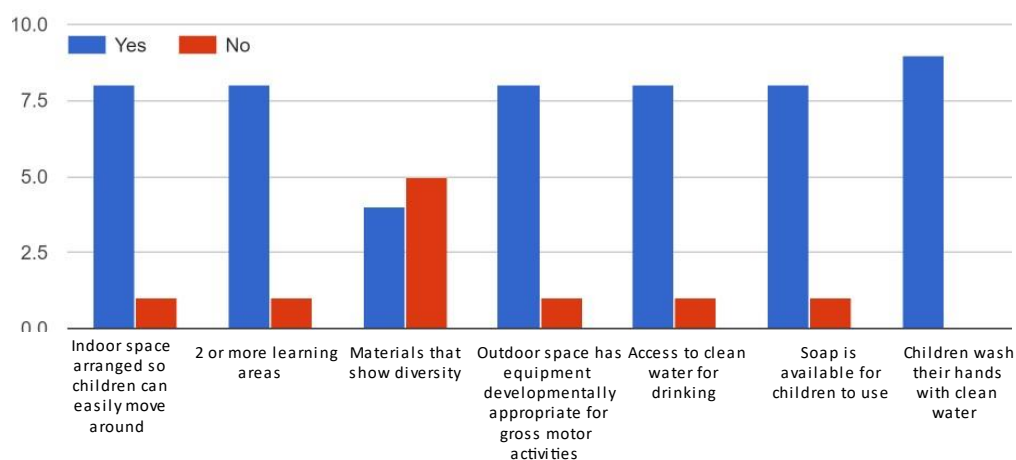


How often did YOU do the following to promote positive relationships?



### **Self-Assessment Module 4: Stimulating and Safe Environments**

As you think about your environment and the structure of your program, answer “yes” or “no” for the presence of the following materials and program elements:





## KEY TAKE-AWAYS FROM THE KENYA PILOT EXPERIENCE

On September 28, ECDM organized a pilot debriefing meeting with the MECP-K Program Officer and enumerators. The purpose of the meeting was to receive feedback from the enumerators on the pilot in terms of logistics, the classroom observation process, collecting the self-assessment from teachers, and any other helpful recommendations to improve future use of the BEQI. The following are key take-aways from this feedback and ECDM recommendations/responses.

Feedback	ECDM Response
<b><u>Logistics</u></b>	
The MECP-K Program Officer had previously communicated with the head teachers at each school and then shared the contact information with the enumerators, who could then contact them directly, in case of any issues in accessing the school on the morning of the observation.	This seems to be a good system in moving forward. Enumerators noted that in some cases they had to reach out to teachers to locate the school.
On Fridays, the classes end early	This should be accounted for in future observations; avoid observing classrooms on Fridays
<b><u>Classroom Observation</u></b>	
Some enumerators reported that teachers were “performing” for the classroom observation and that they did not observe a typical day.	In moving forward, ECDM recommends that the purpose of BEQI be clearly communicated to teachers/directors to ensure that they know that BEQI is not a test or evaluation of the teacher
Enumerators reported that 90 minutes is not enough time to see all activities- they would like the observation period to be for the entire day (8:30am-12pm).	ECDM recommends that we realize that not all activities will be captured in 90 minutes, but that it should be sufficient for a representative snapshot of the quality of the classroom environment.
They were not sure how to score Item 62 (toilet ratio)	Add clarification to the description in the tool and training materials for Item 62 (toilet ratio) 20-25 children: 1 toilet
Much of Items 5 and 6 “children have a choice in activities” and “free choice/open play time” happened outside.	ECDM and MECP-K should reflect on this in case the items need to be adjusted to capture free play and choice during indoor activities/lessons, as we assume that for many programs outdoor play is free time (although this would need to be discussed and confirmed.)
Enumerators for the Kenya S2030 experience are ECE teachers themselves. They noted that they have used key concepts they learned during the BEQI reliability training to improve their own teaching and are very interested in using this tool at their own schools to improve quality.	ECDM has found that the best enumerators are those with some type of experience or knowledge in early childhood such as teachers. Not only does it help enumerators to reach reliability more easily, but it also provides them the chance to learn and improve their own

	practices. We will encourage other S2030 countries to follow a similar practice.
<b><u>Self-Assessment</u></b>	
The Self-Assessment took some of the teachers a long time (almost two hours)	ECDM and MECP-K to explore ways to shorten the SA. One option is for teachers to only focus on 1 module at a time. We can also explore removing the open-ended questions (particularly those at the end of each module as the responses to these questions from the pilot were not very substantive.)
Enumerators felt that teachers did not answer the SA honestly	We need to think of ways to help the teachers feel more comfortable answering the questions and not to feel pressure. We may also need to revise the items to make sure the tool is designed to capture accurate information that also allows for reflection.
If the SA is left with the teachers, they will not fill it out on their own	In general, it was agreed that it is best for enumerators to wait at the schools until the SA is filled out
Teachers with previous experience in filling out self-assessments found it to be an easier exercise than others	It is our hope that the more teachers fill out and use the BEQI SA, the easier this process will be
Teachers showed interest in learning about the results of their classroom observations	Results and data should be shared with teachers. There may be options to use BEQI self-assessments over time as part of coaching and feedback so that teachers have the tools to improve their practices.

### **Self-Assessment Focus Groups**

Following the self-assessment, the enumerators also held focus groups with the teachers to get feedback on the overall usefulness and ease of the tool. Prior to this exercise, most teachers had never completed a self-assessment exercise. In general, teachers found the format of the tool to be easily understandable and did not find the tool confusing or difficult to use. They reported that the self-assessment helped them to identify specific strengths/weaknesses and areas that need improvement. Most teachers reported that they would be able to fill out something similar on a weekly or monthly basis. A full list of teacher focus group responses is in Annex II.



## NEXT STEPS: DATA FEEDBACK LOOPS

The next and most important step is ensuring the use of ongoing monitoring data over time to improve program and teaching quality. Within the Schools 2030 Human-Centered Design (HCD) context, using BEQI tools and process to design and then monitor data-informed solutions will be particularly important. Ongoing monitoring data collected from the BEQI classroom observation and self-assessment can provide useful insights into specific areas where teachers need more support.

ECDM and the MECP-K team reflected and brainstormed together on how the BEQI can be integrated into regular monitoring to improve quality; how the self-assessment could become a useful tool for teachers to reflect and improve their quality; and most importantly, how the data can be used to contribute to the S2030 HCD of solutions for schools.

Based on our discussions, ECDM has identified the following suggestions for moving forward and are available to support MECP-K as needed:

### 1. **Revise BEQI Tools**

Consider revising and trimming down the instruments based on pilot results. Based on the pilot data, some items to reconsider include:

- Consider removing or adjusting Item “Children have opportunity to express themselves” as this was always scored as “yes.” The other items in the Learning through Conversations module may be better indicators for this construct.
- Consider removing Item “Toilet facilities separated by gender” as no variability is shown in the pilot data
- Consider removing the open-ended questions at the end of each module of the self-assessment to shorten the amount of time teachers spend on the self-assessment, particularly as the team feels that the answers to these questions were not particularly substantive or reflective (the open-ended general questions at the end of the SA provided more reflection)

### 2. **Develop Process for Ongoing Data Collection**

Design a process for ongoing data collection efforts (using the revised tools) for classroom observation and/or self-assessment across the Schools 2030 pre-primary classrooms. For example:

- Consider using the self-assessment (or specific modules within the self-assessment) quarterly/regularly to collect ongoing feedback from the teachers and the BEQI
- Use the Classroom Observation more sparingly (e.g. beginning and end of school year) to track overall progress

### 3. **Identify areas for support**

Once data are collected on an ongoing basis and there is a larger sample, ECDM can help MECP-K review the data to identify strengths and weaknesses and note specific areas of need (i.e., items or modules with lower scores, areas of further support indicated by teachers on the SA).

### 4. **Share data and identify solutions to address needs**



Once a system is in place for ongoing use of these tools, the data should be shared with teachers with feedback on how to improve. ECDM can provide strategic guidance on how MECP-K could incorporate coaching and professional development into the ongoing use of BEQI data. This fits into the S2030 Human-Centered Design, where teachers can use the self-assessment (and results from the classroom observation) to identify their own areas needing improvement and solutions for addressing these areas.

5. **Incorporate BEQI into the S2030 Human-Centered Design**

By using the SA regularly and then checking periodically with the CO, teachers and schools would be able to apply the HCD cycle of identify problem, identify a solution, try the solution, and evaluate to see if it worked.

**ANNEX I:**  
**S2030 KENYA BEQI SELF-ASSESSMENT OPEN ENDED QUESTIONS**

**Module 1: Play-based Learning**

**Children can choose and engage with materials on their own:**

This is an area for focus
Often
children engage with materials on their own interacting with each other and pretend.
Yes
Yes children can choose their own materials
Yes children choose their own materials
Sometimes
Rarely
Sometimes during last week

**Children have varied opportunities to play with different materials:**

This is a strength in my practice
Sometimes
children varied opportunity to play with different materials. eg)role play, making things such as house or van
Yes
Yes children have varied opportunities to play with different materials
Yes they play with different materials
Often
Sometimes
Often

**I offer a variety of activities that promote play-based learning focused on math, literacy, science and diversity:**

This is my strength in my practice
Often
I offer them variety of activities that promote play, learning math, literacy, science and diversity, eg) game, play
Yes
Yes
Yes I offer a variety of activities
Sometimes
Rarely
Sometimes during last week

## **Module 2: Learning through Conversations**

### **Talking with children about concepts through discussions while they play:**

This is a strength in my practice and enjoy doing it everyday
Rarely
I talk with children about concepts through discussion, in every lesson, activities and while they play
Yes
Yes
I talk to children on how we will improve on our readings, writing and also collecting materials. And also respect each other and elders
Sometimes
sometimes
Sometimes during last week

### **Providing opportunities for children to talk about their likes, feelings and their play:**

I often provide them opportunities to talk about their likes and feelings
Sometimes
I give them opportunity to talk about what they like, feelings and their play
Yes
Always give learners time to interact with each other
I gave them opportunity to express their feelings.
Often
sometimes
Often

## **Module 3: Promoting Strong Relationships**

### **Helping children get along with peers in positive ways and how to handle their own conflicts:**

I always try to help children get along with peers and I love doing it
1.Encourage peer interaction 2.Getting to their level. 3. Talking to them.
I promote strong relationships by helping children get along with peers in positive ways and guide them on how to handle their own conflicts
Yes
Always help them cope with each other
I give opportunity to children to play together, share and also discuss for themselves
I always encourage children to use polite language when playing together.
this is one of my strengths
It happens often and we also encourage them to use polite language when addressing people

### **Positive ways that you interact with children to build relationships:**

This is a strength in my practice
Group work

I use good strategies to interact with children to build good relationships
Yes
Make them all calm and feel at peace and with each other always
By talking to them and playing with them
I interact with them during play time and during group time in class discussions.
this is one of my strengths
It happens often during play and during group discussion in class

#### **Module 4: Stimulating and Safe Environments**

##### **My program materials promote play and are stimulating:**

Yes they are
Yes
My materials promote play, are stimulating and attractive to children
Yes
Yes
Yes
Yes
no, an area I need more focus on
Yes

##### **The indoor and outdoor space is adequate for children to play:**

Due to large number of children the space is not adequate for children to play
Yes
I have enough and adequate for children to play
Yes
Spacious enough for the learners
Yes
Yes
no, more focus needed
Yes, it is

##### **My environment is safe and healthy for my age of children:**

Due to large number of children space is not adequate for children to play
Yes
The environment is safe and healthy for the age of my learners
Yes
Very safe for the learners
Yes
Yes
no, more focus needed
Yes it is

## **Final Reflection Questions**

### **My greatest strengths as noted in my current BEQI reflections include:**

1. Offering variety of activities that promote play-based learning focused on math, literacy, environmental and other learning area
2. Allowing children talk about concepts through discussion while they are playing
3. Provide ways that I interact with children to build relationship
1. Encourage children to express themselves and ask for support when in need.
2. Encourage children to interact positively with each other.
3. keep all children within my sight for close supervision.
1. My teaching method and the strategies I use to support the children to read and write
2. Preparing myself when introducing the activity using materials for learners to use
3. I have good facilities, enough classrooms, with big space for learners to move freely.
Participating with the children in all the activity areas. Also handling conflicts among the children.
Supporting learners in their learning process
I will promote positive relationship to children so that they will improve their activities and learning area
1. Encourage learners' interaction
2. Interest in teaching young children.
3. stimulating learners' environment.
1. Love children and want the best quality education for them.
2. My strength comes from their happiness and enjoyment and the love we share.
Mastery of content
Interested in teaching young children
Managerial support

### **The areas that I would like to focus on for quality improvement are:**

1. Make more materials to avoid learners fighting over them (due to large number in class)
2. Engaging children to choose materials on their own (inadequacy of materials)
1. Through play, I would engage, rather focus more on imaginary/fantasy or pretend play.
2. Add more storybooks and talk to children about diversity.
3. Encourage children to resolve peer conflicts by talking to each other.
1. Add more story books for learners to practice reading and develop vocabulary
2. Make hoops and tires for learners to use, apart from balls and ropes
How to arrange materials according to the age-appropriate level.
More practical real materials for muscle development included in their learnings
Attend to most peer conflicts or misbehavior promptly.
1. More learning resources
2. parental engagement
3. Read story books to children
1. out door playground and materials eg) swings, slides, etc.
2. clean drinking water
3. Teaching and learning materials
Learning resources
Teaching methodology
Parental support

### My Goals for Improving Quality (Part 1)

To make more materials for children for easy learning
<ol style="list-style-type: none"> <li>1. Creating time for storytelling.</li> <li>2. Relating one lesson to the other(integration)</li> <li>3. Talk to children about diversity and culture.</li> </ol>
<p>To support the learners more especially the slow learners to improve in reading and writing.</p> <p>To assist the learners and find the strategies on problem solving.eg) bullying each other and hiding each other's things</p> <p>To involve the parents more in supporting their children at home especially in extending activities and help them when they have been given homework, not use abusive language and name call their children.eg) zuzu(stupid)</p>
To do more research that is in line with the level of my learners
Make more materials for learners.
I will add more materials and make them colorful
<ol style="list-style-type: none"> <li>1. To have learning resources.</li> <li>2. To have full parental engagement.</li> <li>3. Avails storybook to children.</li> </ol>
Nil
<ol style="list-style-type: none"> <li>1. To have enough learning resources for learners to enjoy learning.</li> <li>2 To have appropriate methodology that will be suitable for my pupils.</li> <li>3. To have full parental support so as to enhance the holistic development of the child</li> </ol>

### Solutions, Strategies, or Support Needed to Attain Goals (Part 2):

Using extended activities that are done at home by children, they can be helped to make some materials
<ol style="list-style-type: none"> <li>1. I will have books accessible to children and create time for storytelling.</li> <li>2. I will relate one lesson with the other.</li> <li>3. I will discuss differences in diversity in terms of race, gender race and religion.</li> </ol>
<p>To have academic clinic twice per term</p> <p>To use moral talk with learners everyday</p> <p>To have monthly parents meeting and mobilize them or have one on one talks</p>
Do more research and working with other teachers.
More play materials could be provided for more fine Motor development. I.e. educational toys and blocks
I will set a day of material development, parents teachers and children
<ol style="list-style-type: none"> <li>1. Do material development community level</li> <li>2. parental engagement.</li> <li>3. involve children in storytelling.</li> </ol>
Nil
<ol style="list-style-type: none"> <li>1. Asking support from both parents and community at large</li> <li>2. Keep on trying different methodology of teaching as well as asking for help from fellow teachers.</li> <li>3. Calling individual parents to discuss on their role in learning.</li> </ol>

**ANNEX II:**  
**KENYA SELF-ASSESSMENT FOCUS GROUP QUESTIONS AND**  
**ENUMERATOR FEEDBACK FROM THE CLASSROOM OBSERVATION**

**Self-Assessment Focus Groups** *(from teachers):*

- 1. How much time and how often would you be able to spend on a self-assessment tool?"**
  - Once per month
  - Half a day if engaged with children around and 2 hours if you are free
  - 5-10 minutes a week
  - Once a month
  - 30 minutes after every three months
  - 2 hours
  - 20 minutes twice a month
  - Once a term
  - 20 minutes twice a month
  
- 2. How might you use information about the quality in your classroom to help you be a better teacher/improve your practice?"**
  - Give variety of materials for them to understand what you are teaching
  - Provision of materials and availability of missed materials
  - I have realized some areas that need improvement.
  - Helps and guides to look at strengths and weaknesses
  - It is good for self-assessment for better improvement.
  - Adding more materials and making them colorful
  - By allowing learners to read books that are in the library.
  - evaluate self and help to work on things that had stopped doing especially one on one with the child and play
  - I have noticed some areas need improvement such as free choice activity. I will engage learners in a free choice activity so that learners can be able to manipulate materials
  
- 3. Is the format understandable? Would you and your fellow teacher be able to complete this with ease? Which questions/sections were confusing or not helpful for self-reflection?**
  - All questions are helpful
  - The format is okay since you understand what you are being asked
  - Yes. All sections were ok
  - Yes. They are all helpful for self-reflection
  - yes, not confusing to use
  - Yes, it is understandable. No question/section which needs help.
  - Yes. Section which was confusing is on promoting strong relationships. Part 3.6
  - Yes
  - yes, well drafted and understood.
  - Yes

4. **Have you ever completed a self-assessment/self-reflection exercise? What worked well/did you like? What didn't you like?"**

- Not with this curriculum but with World of Education system
- No
- No
- Yes, it assisted in learning strengths and weaknesses.
- Liked BEQI because it covered more details
- Yes, all worked well.
- No
- No
- No
- No

**Kenya Classroom Observation Feedback:**

*(From enumerators):*

**Is there any other feedback you would like to share about the classroom observation (questions that were difficult to respond to, issues you had during your observation, etc.)?**

Response
I did no for space available for learners to move around the class freely because the learners cannot move from one place to the other with ease
Item 51 I scored no since I saw only 2 Arabic letters chart. No variety of items that show respect for diversity including gender, culture and at least more in faith.
It was a good experience I leant new idea too, during the piloting, my recommendation is if in future you can add the column on REMARKS so that more and deeper information can be obtained
None
Item 50 Outdoor equipment are there but not in use. They are in bad condition dangerous for. Children play on an open group. I scored no. Since they are not developmental appropriate.
None
No