

EIDU — AI-Adaptive Pre-Primary Learning in Kenya's Public Schools (Peer-Reviewed RCT)

AI in Education · Good practice · Kenya

Quality score: 87/100

Evidence strength: Strong

Summary

EIDU pairs teacher training with an AI-adaptive app that personalises literacy/numeracy practice for Kenyan public pre-primary pupils. A cluster-RCT across 291 schools (1,955 children) found a 0.534 SD gain at endline, published in a peer-reviewed journal in 2026.

Key dimensions

Dimension	Score
Evidence of learning impact	3/3
Equity & inclusion	2/3
Transparency, ethics & data protection	3/3
Teacher capability & pedagogy	2/3
Scalability & sustainability	3/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-07-24

[EIDU gGmbH, with EdTech Hub, University of Manchester and Women Educational Researchers of Kenya \(WERK\)](#) — accessed 2026-07-24

[EIDU — Kenya programme](#) — accessed 2026-07-24

[Digital personalised learning to improve literacy and numeracy outcomes: RCT in Kenyan pre-primary classrooms](#) — Taylor & Francis — accessed 2026-07-24

[EdTech Hub — Digital Personalised Learning in Kenyan Classrooms](#) — accessed 2026-07-24

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