



Scaling Up in Kenya: Initial Findings from Tusome

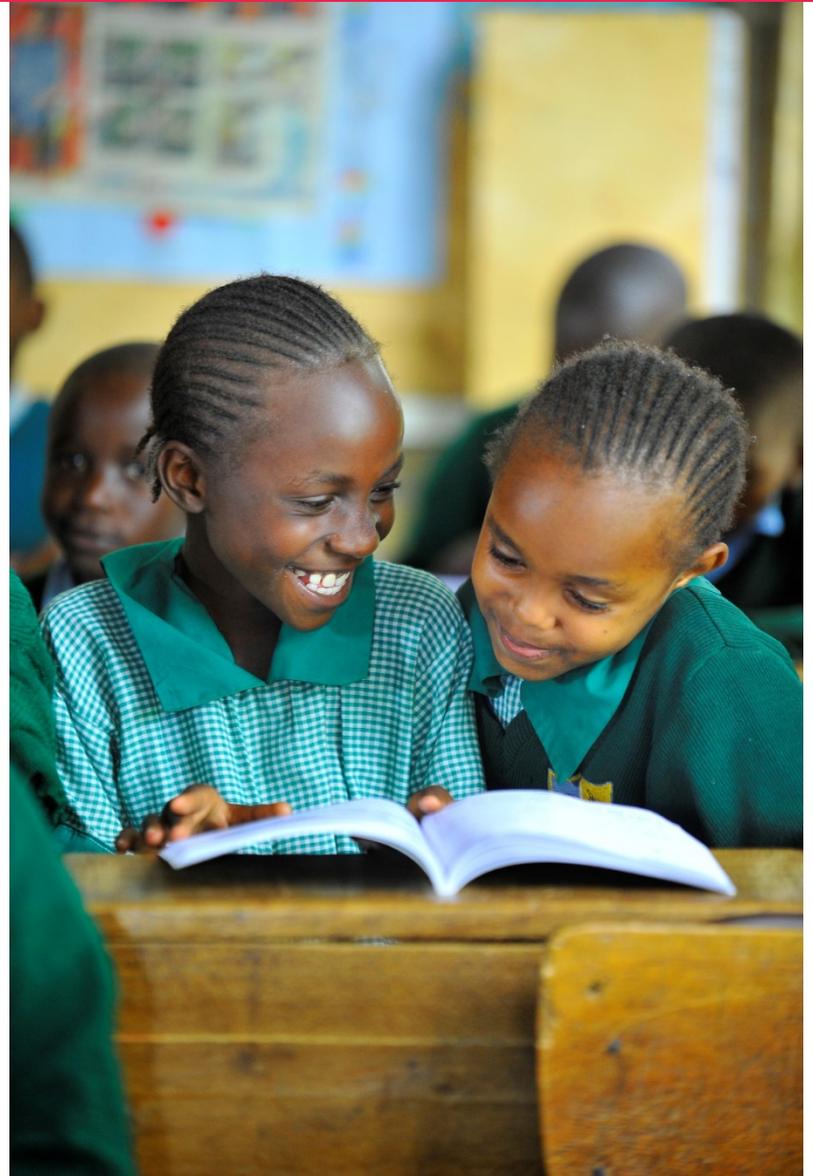
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Presentation Outline

- PRIMR **design elements** that supported scale-up
- **Barriers** to effective scale-up
- **Quick wins** in Tusome
- Classroom observation **data**
- Tusome **adoption study** findings
- **Adaptation** in Tusome
- Implications

Pilot Design (Primary Math and Reading Initiative)

- **Guskey model** of teacher change
 - Do less
 - No bells and whistles
 - More follow-up
 - More interactions on instruction
- Working **within the GoK** – time spent, but critical
- Using the **JD**
- Improve the **book**
- Focusing on **instruction**
- **ICT** to support instruction (tablets program pilot)



Barriers to Effective Scale-up

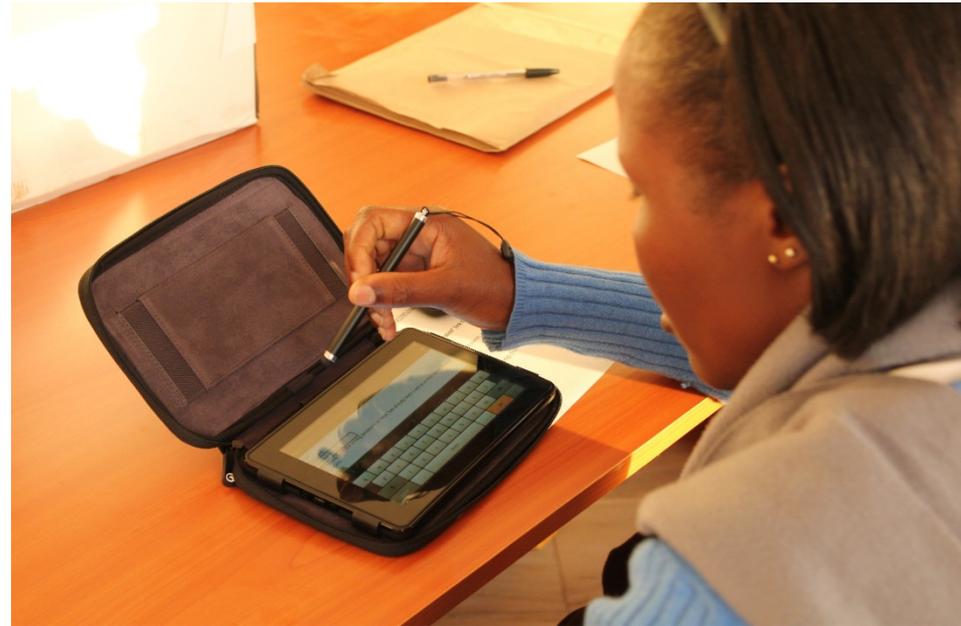
- **History** of education (Larry Cuban)
- **Failed** large scale reforms in Kenya
- “**Don’t** give it to the government”
- **Loosely coupled** nature of education
- Heavy emphasis on **upper primary**
- Multitude of **literacy actors** in Kenya
- Medium term **expenditure framework**
- Why is Tusome **different?**

Quick Win 1 - Tusome Launch and Publicity



Quick Win 2 - Field Visits by County Directors

- CDEs and TSC CDs **visited early primary classrooms** in each county
- CDs to see **current status** of instruction
- Results were **very concerning** to the CDs
- Understand the **need for Tusome**



Quick Win 3 - Tusome Books distribution

- **Class 1** English & Kiswahili
- **2.7 million** books
- **Packed** per school, delivered at the zone
- Signed **delivery notes**
- **Each community** can see for themselves



English

Teacher's Guide

1



Tusome Early Literacy Programme



Quick Win 4 - National Trainings

- Training of Trainers
 - Officers from all directorates and ex-PRIMR implementers
- TAC Tutor training (with tablets)
 - 1099 (TAC Tutors)
 - 149 county level trained
- Teacher and head teacher training
 - 26,676 Class 1 teachers
 - 21,315 head teachers
- Training Content
 - TAC tutors: Using tablets to support teachers
 - Head teachers: Classroom observation
 - Teachers: Tusome implementation



Quick Win 5 - Classroom Observations (1st 2 months)

- Visits using **tablets**
- TAC tutors give **support**
- Observe a lesson, read with 3 pupils
- **22,839** full classroom **observations**
- **68,517** pupils assessed
- **1421** TAC tutor support visits
- **87%** of TAC tutors seen at least once

Tusome dashboard

The screenshot shows a web browser displaying the Tusome dashboard. The URL is http://ntp.tangerinecentral.org/_csv/report/group-national_tablet_program/00b0a09a-2a9f-baca-2acb-c6264d4247cb,c835fc38-de99-d064-59d3-e772ccefcf7d/2015/7/dCV8M4xv.html. The dashboard features the Tusome logo (an orange slice) and the text "TUSOME". Below the logo, there are filters for "Year" (2015) and "Month" (Jul). The main section is titled "Counties" and contains a table with four columns: "County", "Number of classroom visits (Percentage of Target Visits)", "English Correct per minute (Percentage at KNEC benchmark)", and "Kiswahili Correct per minute (Percentage at KNEC benchmark)". The table lists data for "All" and eight counties: Baringo, Bomet, Bungoma, Busia, Elgeyo Marakwet, Embu, and Garissa. The Windows taskbar at the bottom shows the time as 5:14 PM on 10/24/2015.

County	Number of classroom visits ^[1] (Percentage of Target Visits)	English Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	Kiswahili Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])
All	11294 (37%)	18 (28%)	17 (56%)
Baringo	186 (26%)	17 (23%)	17 (51%)
Bomet	84 (11%)	7 (0%)	10 (26%)
Bungoma	393 (27%)	9 (4%)	10 (33%)
Busia	162 (19%)	13 (12%)	14 (48%)
Elgeyo Marakwet	142 (32%)	15 (20%)	17 (53%)
Embu	171 (40%)	12 (11%)	9 (37%)
Garissa	78 (34%)	13 (17%)	12 (55%)

Adoption Study – July 2015

- Looking at teacher **adoption** (Guskey, 2002)
- **Random sampling** of 8 counties, 16 zones, 2 schools per zone
 - Interviews with Head teachers, teachers, TAC tutors
 - Classroom observations
- **Results**
 - High **take-up**
 - Perception of **improved learning**
 - Most TAC tutors are visiting schools
 - Complex **change process**

Adoption Study Quotes – July 2015

“If you go to class 6, you’ll find pupils who cannot read and yet in class 1, the pupils are already beginning to read very well” (Head Teacher, rural school)

“With the sounds, I think everybody is involved. You don’t only go with the clever students, you also capture the weaker learners” (Teacher, Embu, urban school)

“It makes the child independent because she has a pupil’s book and they sweep under the words as they read” (Teacher, peri-urban school)

“One of the advantages is that teaching and learning of language has shifted from rote learning, where they had to memorize” (TAC tutor, rural zone)

“the Tusome materials, are assisting us to teach reading in other classes. The other classes borrow the books to teach the higher levels” (Head teacher, peri-urban school).

Adaptation in Tusome

PROBLEM

- Resistance of **field officers** (the bosses)
- Resistance and complaints by **publishers**
- Difficulty using **tablets**
- **Limited visits** in some counties
- **GPE Math** program is concurrent
- The longest **teacher strike** in history

ADAPTATION

- Purchase more **tablets** and train officers
- Supported materials and trained editors
- 1 on 1 **refresher** training
- **Shared the data publicly** at county level
- **Support** the math program as possible
- No good solution

Implications

- Successful scale-up is **very unlikely**
- Therefore, **be radical**
- Design **pilots** for scale up
- Focus attention on initial **teacher take-up**
- Work within and through the **government**
- **Innovate** beyond the pilot
- Have **flexible designs** to react to reality
- Constantly **monitor** performance

A young boy with short hair, wearing a blue sweater over a light blue collared shirt, stands in a lush green garden. He is holding a book and looking towards the camera. The background is filled with various green plants and trees, creating a vibrant, natural setting.

Thank you
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