Scaling Up in Kenya: Initial Findings from Tusome

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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**
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

### Counties

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

[1] Number of classroom visits
[2] English Correct per minute
[3] Kiswahili Correct per minute
[4] Percentage at KNEC benchmark
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
“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
Thank you
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