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# TUSOME EARLY GRADE READING CASE STUDY

—  
NOVEMBER 14, 2019

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# Speakers



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# Outline

1. USAID/Kenya Basic Education Programming
2. Case Study Background
3. Case Study Methodology
4. Case Study Findings
5. Conclusions and Lessons Learned
6. Q&A

# Background

## Kenya Education Context

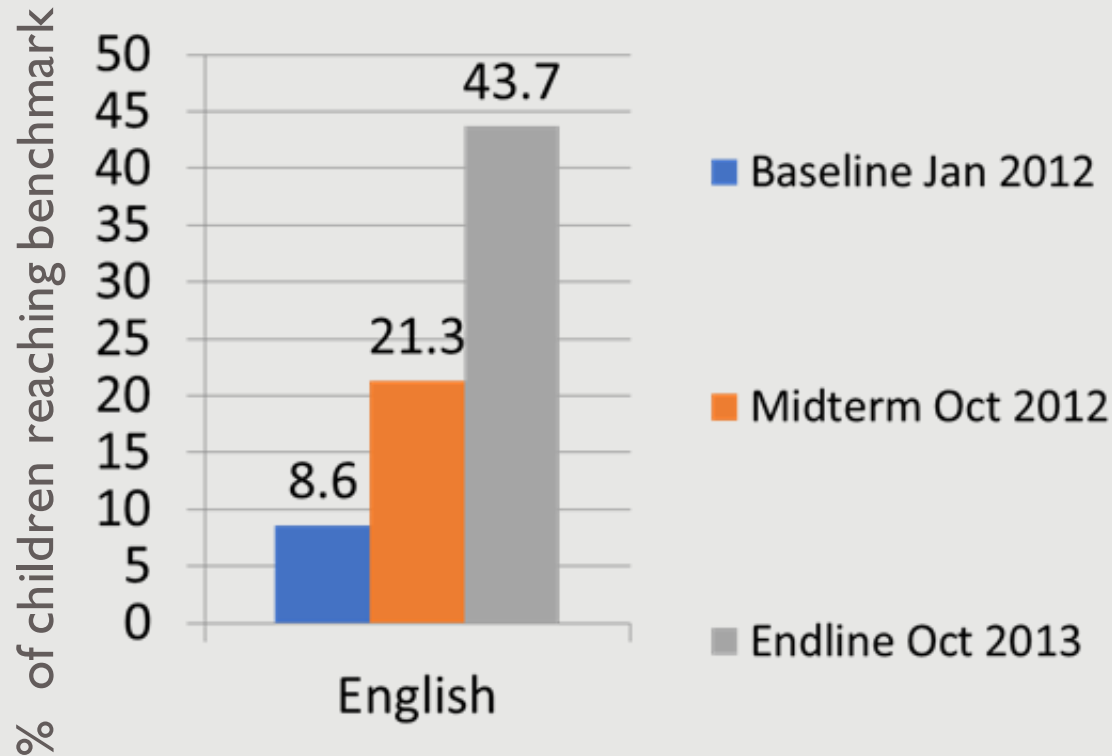
- Several reforms in the education sector
  - Free Primary Education (2003)
  - National Education Sector Plan (NESP 2013-2018 & NESP 2018-2022)
  - Competency Based Curriculum (CBC), launched in 2017
- However, quality of education remains low
- Low early grade reading scores (literacy outcomes)
  - EGRA (2007); NASMLA (2011); Uwezo (2010-2016)
- Lower primary received less interest/attention
  - Interventions were needed in instructional methods and resources

# USAID/KEA Basic Education Programming

- Aligned strategic focus of both GoK and USAID
- Leadership and coordination
- Working with GoK existing systems



# Primary Math and Reading (PRIMR) Initiative Impact



- Twice as many children read at benchmark in treatment schools
- One year of learning in PRIMR was worth 2+ years in control schools

# Tusome Launch – 28 January 2015





# Kenya Tusome Scope

Beneficiary	Number
Early Grade Learners	7.6 million
Teachers	75,000+
Head teachers	23,800
Coaches (CSOs)	1,270
Instructional materials distributed	26 million ( <i>approx.</i> )

**Duration:** 2014 - 2019

**Grades:** 1-3

**Languages:** Kiswahili and English



# — METHODOLOGY



# Methodology

- Qualitative case study
- Four counties
- Twenty schools
- Data collection methods:
  - Document review
  - Key Informant Interviews
  - Focus Group Discussions
  - Classroom Observations
- Data analysis

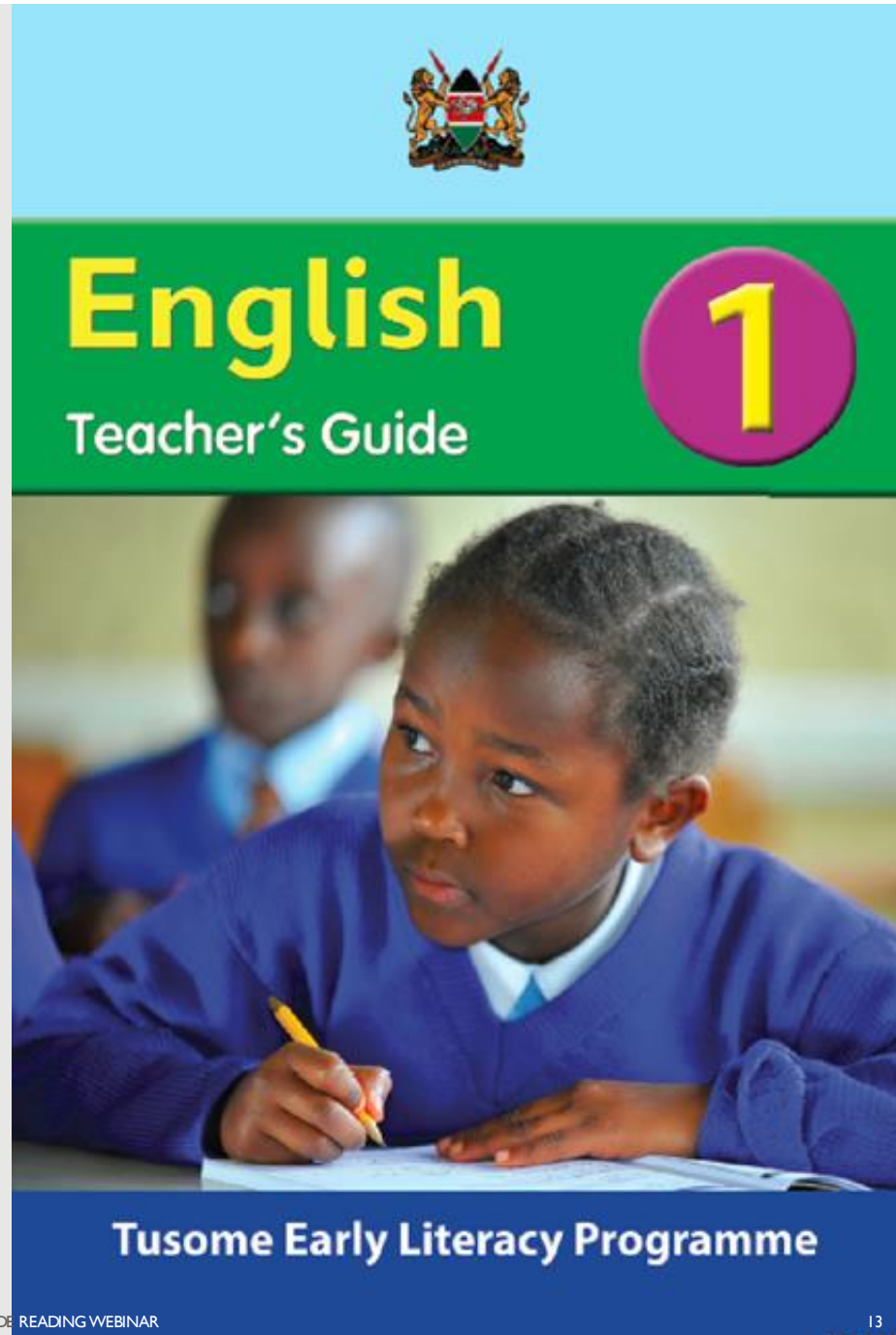


# — CASE STUDY FINDINGS



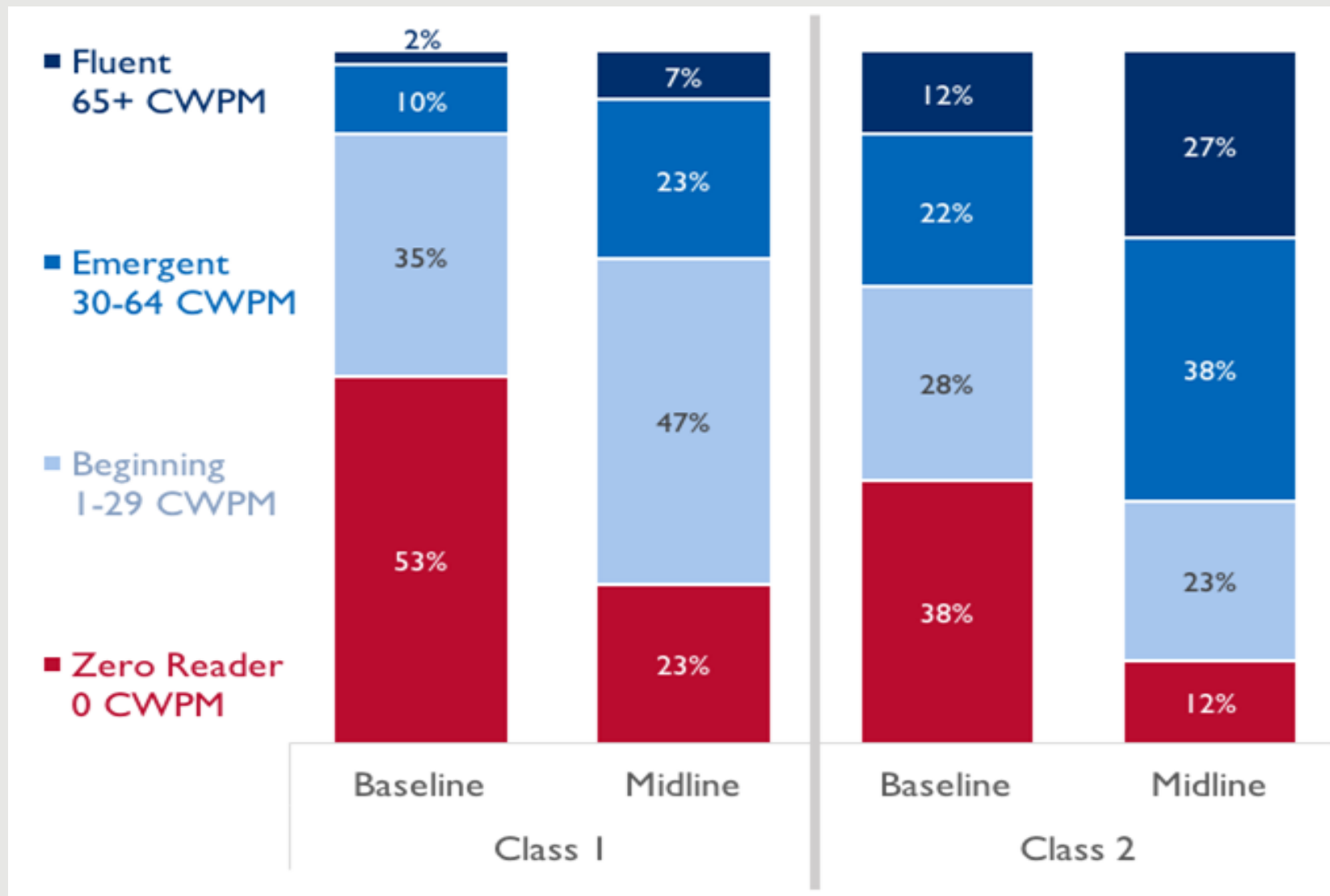
# What Tusome Provides

- Instructional Materials
- Teacher Professional Development
- Instructional Support and Supervision



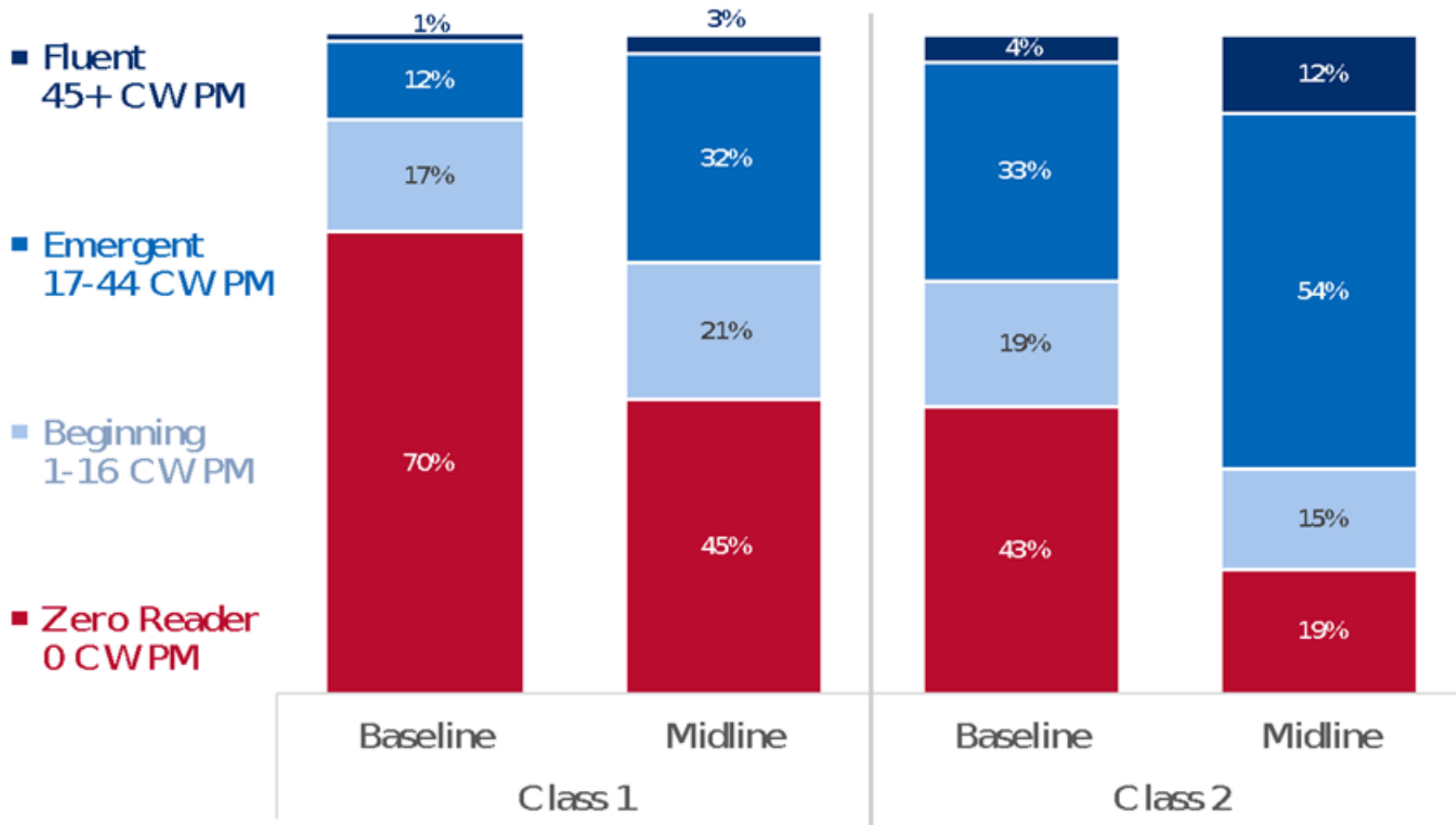
# Tusome Assessments: Progress Against English Benchmarks

CWPM: Correct Words Per Minute



# Progress Against Kiswahili Benchmarks

CWPM: Correct Words Per Minute



# Tusome Scale-up

Tusome has been able to successfully scale due to:

- Alignment with the policy environment
- Strategic planning and integration
- Institutionalizing the core program elements within existing systems
- Engaging key stakeholders
- Capacity strengthening across the system





# Sustainability and Self-reliance

- Journey to self-reliance was integral to Tusome design
- Government of Kenya (GoK) has a sustainability plan to transition Tusome activities from RTI to MoE 2020.
- RTI to provide technical and logistical support up to 2020
- Tusome approaches and materials are aligned to CBC



# Sustainability and Self-reliance Cont.

- In each county, education work plans integrate Tusome activities
- Tusome approaches are now integrated in the pre-service teacher training program
- Budgetary allocation for Tusome activities is now part of that for CBC activities



# Lessons Learned from Tusome

## Scale

- Gradual release to system-level ownership
- Plan for contextual challenges and vulnerable groups
- Institutionalize core program elements within existing systems
- Engage publishing stakeholders to determine areas of mutual collaboration.

## Commitment

- Ensure alignment of national policy with programmatic needs
- Engage key stakeholders throughout the system early
- Promote systems for accountability and transparency

## Capacity

- Continuous professional development for teachers, CSOs and other education officers
- Leverage ICT to make data-driven, evidence-based decisions



# Acknowledgements

- USAID
- RTI International
- University of Nairobi
- Makerere University
- Catholic Relief Service
- Purdue University
- LASER PULSE
- Training Resources Group, Inc.



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# Questions?

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