



TUSOME EARLY GRADE READING ACTIVITY

APBET End of program Report, APRIL 2019

NAIROBI, MOMBASA, KISUMU, NAKURU
AND ELDORET

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The authors' views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ABBREVIATIONS

APBETI	Alternative Provision of Basic Education and Training Institutions
CBC	Competence Based Curriculum
CDE	County Director of Education
CM	City Manager
COP	Chief of Party
CLO	Classroom Lesson Observation
CSO	Curriculum Support Officer(s)
DIM	Direct Instruction Model
DCOP	Deputy Chief of Party
EGR	Early Grade Reading
GoK	Government of Kenya
GPS	Global positioning system
ICT	Information and Communication Technology
IC	Instructional Coach
KICD	Kenya Institute of Curriculum Development
KANSWA	Kenya Alliance of Non- Formal Schools Welfare Association
MoE	Ministry of Education
NC	National Coordinator
PE	Pupils' Edition
PCIs	Pertinent and Contemporary Issues
PRIMR	Primary Math and Reading Initiative
RTI	RTI International (registered trademark and trade name of Research Triangle Institute)
SEPS	Senior Education Programme Specialist
TG	Teachers' Guide
TPD	Teacher Professional Development
USAID	United States Agency for International Development
WERK	Women Educational Researchers of Kenya

Executive Summary

The ability to read is fundamental for both academic and general success in life. Some of the available Research conducted in Kenya recently revealed that students who are not able to read fluently in the early grades are more likely to repeat classes and/or may eventually drop out of school altogether; with unbelievably low levels of literacy gains (*UWEZO 2010*)

The Ministry of Education (MoE; Kenya) rolled out Tusome program (2015) as an intervention to help address the outcome(s) evidenced through such research reports. With donor funding from USAID the MoE through Tusome , Early Grade Literacy program has realized significant upward trends in learning outcomes/gains; though not yet at the expected levels (*Tusome Mid-term Assessment; Report of 2017*).

To assist the program implementation processes, a number of core activities were designed and agreed on to be implemented;- termly, monthly, weekly and daily basis. Training both the Instructional Coaches (ICs) and the Tusome implementing teachers and their head teachers termly is one of such core activity. Both trainings were cascaded from the Tusome National Training of Trainers (NToT), which is an annual calendar event in the Tusome work plan.

Tusome (*a Kiswahili word for; -Lets read*) is an Early Grade Reading Activity (EGRA)program in Kenya under the Ministry of Education(MoE). The MoE has successfully implemented the program in partnership with Research Triangle Institute (RTI) International who subcontracted a local NGO; Women Educational Researchers of Kenya(WERK) to be in charge of supporting Human Resource Component in some 1000 (2015)Alternative Provision of Basic Education and Training (APBET)¹ Institutions. The number of school grew to 1500 in 2017. The program which was launched in 2015 by His Excellency the president of Kenya- Uhuru Kenyatta had the following specific Objectives:-

- a) To improve teacher capacity for effective delivery of the Literacy curriculum.
- b) To enhance access to appropriate grade level textbooks and supplementary readers.
- c) To enhance instructional supervision and support to teachers under the administration of the head teachers, Curriculum Support officers (CSO)/Instructional Coaches, City Managers, National Coordinator of APBET Cities (NCAC) and Tusome Technical Teams at Tusome headquarters.

¹ (APBET) Alternative Provision of Basic Education and Training Institutions were once referred to as Low Cost Private Primary Schools (LCPPS).

The number of schools implementing per city when launched in 2015, were as follows;- Nairobi (683), Kisumu (107), Mombasa (136) and Nakuru (74 schools); a total of 1000 schools. Due to the high demand for the Tusome program from APBET schools, not included at the beginning, the MoE in consultation with the donor (USAID) increased the number of schools implementing to 1500. An additional 1 City (Eldoret) was also included in the program. This brought the number of APBET Cities to five (5) with 133,203 learners benefitting under the guidance of 4,959 teachers. However, by the time of this report the total number of schools implementing Tusome-APBET had dropped by 1% to 1,484; reflecting a retention level of 99%. Reasons(s) for this drop included but not be limited to;- urban infrastructural development taking up the ground where the school once stood, schools closing down due to low enrolment or management challenges, or the technical team making informed decision to discontinue support to such school;-

WERK remained grateful to RTI for this subcontract and ensuring that each Coach was supported and given Tusome tools and materials they required for their work.

By design of the program and with the conclusion of support for the implementation of Tusome in APBET institutions by 30th April, 2019, it became necessary for WERK Tusome Staff to hand over tools and materials they received from RTI before they exit.

The report includes issues concerning; - material preparation/production and delivery, teacher training/preparation, program implementation by the teachers, professional support to the teachers and program sustainability strategies among others.

Introduction

Learning to read fluently is a critical foundation skill at the primary level. Since 2015 USAID has funded Tusome's full implementation through RTI (Research Triangle Institute) International. The partnership of Research Triangle institute, Women Educational Researchers of Kenya (WERK) and Ministry of Education has worked well in improving literacy levels of 7.4 million pupils in Kenya. This was proven when comparing the results of the baseline reading assessment (2015) against midline (2016) one as was conducted by the program's M&E team/department. (*Ref: separate publication of the report by MSI:- Tusome baseline/midline reading assessment*).

Tusome, a Ministry of Education (MoE) Early Grade Literacy Activity program aimed at



Photo: January, 2015;- Ruai prim sch. The president, Mhe Uhuru Kenyatta; the day he launched Tusome.

improving Literacy outcomes in grades 1, 2 and 3 learners in Kenya. The program was officially launched by His Excellency the President of Kenya Mhe Uhuru Kenyatta in 2015. The then USA ambassador to Kenya Ambassador-Codec, was in attendance in his official capacity just as the MoE Cabinet Secretary of Education Prof. Kiamenyi and his team was. USAID (Kenya) officials were also in attendance as the program's official donor Agency.

Coverage: Tusome is being implemented in all the public primary schools and 1500 Alternative Provision of Basic Education and Training (APBET) institutions (low-cost private schools) across Kenya namely: - Nairobi, Nakuru, Kisumu, Mombasa, and Eldoret.

Through technical approach which made use of research-driven learning materials, proven teaching methodologies and a cutting-edge tablet-based feedback and monitoring system, Tusome teams have made significant positive impact in Kenya's education system. The capacity of early literacy teachers has been built during the years of its implementation on the basis of practical classroom based experience; by ways of professional skill development through trainings; materials provision direct to the schools and finally continuous teacher support through Classroom Lesson Observations (CLOs). The results witnessed from such intervention may not need to be overemphasized.

This include: administration at various levels, Curriculum Support officers (for public schools), and Instructional Coaches (for APBET schools). Learning materials (Learners text books; -Kiswahili and English) have been distributed at the ratio of 1:1 to all pupils in the program schools. Head teachers have been trained every quarter year under this report for all the 5 years to improve their skills necessary for the provision of instructional leadership for their schools while managing the utilization and management of learning materials.

Administration: Clustering of schools: The first 1000 schools (FY: 2015) and even up to the final 1500(FY: 2017) were clustered into catchment areas named Clusters; each with a maximum of 18 schools. NB: A Cluster is an equivalent of an education Zone in the public schools' administrative structure. Hence for the 1500 schools the HR-WERK had to end up hiring a maximum of $1500/18=83.33(83)$ Instructional Coaches beginning 2015 to 2017. This

led to the different cities having different number of clusters to manage under an Instructional Coach. Hence, Nairobi with 53 Clusters had to be subdivided between two City managers; -Nairobi West 27 clusters while Nairobi East had 26 clusters. Both Kisumu and Mombasa had 10 clusters with 10 Coaches and a City manager(CM); while Nakuru and Eldoret had 5 clusters with 5 Coaches each and 1 CM. In total, there were 83 Tusome APBET clusters and 83 instructional Coaches, 5 City managers. A National Coordinator of the APBET Cities (stationed at the RTI offices) oversaw the implementation of the program by way of the various submission of deliverables from the City managers. Some examples of deliverables were;- cluster work plans developed by the ICs and approved by CMs, records of Classroom Lesson Observation and subsequent uploads caught on the dashboard, monthly, quarterly and annual cluster activity reports,..... etc. Upon review by the Coordinator, such reports were subjected to a next level of review by the APBET's Senior Education Program Specialist before they finally reached the desk of the WERK Executive Officer for proof reading and submission to RTI's Grant manager for ratification and sharing with the next levels of consumption of such reports.

1.1 General Approaches

Tusome APBET Implementation Activities.

Tusome Early Grade Reading Activity seeks to improve reading outcomes among Kenyan children in grades 1, 2 and 3 in all public primary schools and APBET institutions in 5 major cities of Mombasa, Nairobi, Nakuru, Eldoret and Kisumu. In this program, interventions such as training of Instructional Coaches, training of grades 1, 2, 3 teachers and head teachers, provision of English and Kiswahili teachers guide books and pupils text books, classroom lesson observations, support and mentoring of teachers, provision of supplementary readers and other teaching/learning materials were put in place to enable the program realize its ultimate goals. These interventions were undertaken according to Tusome work plan to ensure improved results in all program institutions.

The main activities that were conducted during Tusome APBET implementation in the 5 cities from 2015- 2019 included/ limited to:-

1. Program Work plan- Tusome Annual Workplan stakeholders meeting.
2. Tusome Trainings:- lead team ToTs- Instructional Coaches, Tusome master trainers train Instructional Coaches, Instructional Coaches train Class 1&2 teachers and head teachers
3. Supervision support to teachers and head teachers in teaching and assessing reading.

4. Use of ICT:-tablet software (Tangerine) to send observations and monitoring data to county offices, MoE/TSC, and City Managers
5. Cluster-level reflection meetings
6. Material distribution exercise
7. Materials development workshop.

1.2 Program Work Plan²:

Tusome calendar of events was developed through the involvement of National Technical Team (NTT) members headed by the Ministry of Education with technical support of RTI. It also include the nine (9) Tusome Regional Education Program Officers (REPO³;-Mombasa, Machakos, Nairobi, Nanyuki, Isiolo, Garissa, Eldoret, Nakuru, and Kisumu), all County Directors (CDE) and their Sub County Directors of Education (SCDE) and their Teacher Service Commission (TSC) counterparts, Ministry of Education's- Semi Autonomous Government Agencies (sagas), USAID team, the five (5) Tusome APBET City managers, and other invited guest participants. The 2015 program activities was developed at a December 2014 Work planning workshop meeting held at Starbucks hotel in Eldoret. (Ref: Appendix (K) Tusome 2015 May-Aug Overall Work plan). This and subsequent annual work plans are implemented by the different desks/partners that manage and monitor Tusome activities within different mandates as assigned by either the MoE directly and/or RTI International as the advisory desk. A good example of the activities devolved to WERK in the Work plan 2015, included but not limited to;- the hiring and posting of 65 Instructional Coaches, approval of the ICs timesheets/reports on a monthly basis, submission and RTI approval of term I training report for Coaches and teachers for 2015.....etc. The final Tusome work planning workshop held in Mombasa (2018) came up with a unique activity: **Development and launching of a Joint Work plan⁴ for every County Education office and its corresponding TSC counterpart as an activity.** Core to this activity in the work plan is: Transition and Sustainability of Tusome in both public schools and APBET. Majority of the Counties have launched their work plans with just a few to go; hopefully before the end of this term 2; 2019. Once accomplished and the activities implemented we envisage a Tusome program's continuity; 100% by the MoE at its related sagas.

² Work planning as a Tusome activity is an annual workshop event held in/about December of a particular year for use the following year.

³ REPO;- Regional Education Program Offices; has an Officer in charge, with a team of other officers; among them an APBET City manager and a number of Instructional Coaches.

⁴ A joint Work plan involves the active contribution of activities to be included, with emphasis on the Education field officers (MoE/TSC) to pool their resources together and work as a unified team for improved/better education activity outcomes.

I.3 Tusome trainings: - lead team ToTs- instructional coaches, Tusome master trainers train Instructional coaches, Instructional coaches train grade 1-3 teachers and head teachers.



Photo: Mombasa APBET:-CM Christine Barasa monitors anIC training.

The ability to read is fundamental for overall academic success and general success in life. Research shows that students who are not able to read fluently in the early grades are more likely to repeat and eventually drop out of school.

Education attainment gap between readers and nonreaders too increase over time leading to more challenges to the affected people .With the support of USAID working with the government of Kenya in Tusome Program, early grade literacy has shown an upward scale though not yet at the expected levels.

Results from recent external evaluation of Tusome showed increase of pupils reading fluency in English from 12 percent to 47 percentage, Grade 2 nonreaders showed a reduction from 38 percent to 12 percent. For continuous quality improvement in literacy, capacity building workshops are organized for teachers to be effective in curriculum implementation.

Tusome training was aimed at preparing Teachers for classroom lesson delivery by acquainting them with necessary skills in Implementation of the program in harmony with new resources and some new technicalities in teaching. The trainings helped develop teachers' pedagogical skills in critical technical areas such as phonemic awareness, reading comprehension, lesson planning, and curriculum coverage. Head teachers were also trained to provide instructional leadership for their schools while managing the acquisition, utilization and maintenance of the new learning materials.

With the development of new teaching and learning materials for grade 1-3, the implementation of the new curriculum 2-6-6-3 , and the continuous need to support teachers, Tusome trainings came in handy, thus the continuous trainings in all APBET cities.

APBET Tusome trainings were conducted on a termly basis. The cascaded trainings started at the national level with the National TOT training (NTOT). This was immediately followed by Instructional Coaches training at regional levels in the APBET cities namely: Nairobi, Kisumu, Nakuru, Eldoret and Mombasa.



Photo: Teacher training-Nairobi APBET:-Teachers during group discussion.

The trainers used participatory approaches, Q & As to prompt trainees' understanding. In most circumstances corrective feedback was instantaneously given to participants who needed more clarification. The trainings were organized at each Tusome APBET city level and facilitated by the City managers supported by the identified and nationally trained Instructional Coaches. The National Coordinator- Samuel Ogwang' also supported IC training in the cities.

Head teacher and teacher trainings were also held at cluster levels country wide in the cities namely: - Nairobi, Kisumu, Mombasa, Nakuru and Eldoret in phases. This was done with the necessary knowledge and skills in sustaining quality implementation of the program while focusing on the eventual goal of improving literacy. The Tusome APBET scale up from 1000 to 1500 primary schools in 2016-17 brought on board 18 new Instructional Coaches. Formerly there were 65 Coaches spread all over the traditional 4 APBET Cities. The Upscale also saw the start of 1 new City-Eldoret which was managed under the office of Nakuru City. Both Eldoret and Nakuru had 5 Clusters each. This brought the number of APBET cities to 5 thus creating a need to have trainings for the 1500 Tusome APBET schools' EGRA teachers/head teachers.

Tusome Early grade literacy activity held a continuous sets of trainings for the teachers at the beginning of school term with the main aim of empowering them with the necessary knowledge and skills to:

1. Use Tusome Methodology to teach literacy in grades 1, 2 and 3.
2. Improve the skills on how to teach early grade literacy using Tusome Instructional Approach.
3. Enhance literacy levels among grades 1, 2 and 3 children.

The trainings normally focused on Tusome methodology and approach and to capacity build teachers to gain more knowledge and skills to deliver Tusome content competently so as to improve literacy outcomes in class 1, 2 and 3.

Instructional Coaches and teacher training was meant to capacity build the coaches and teachers in order to adequately improve literacy levels in grades 1, 2 and 3 and also acquire requisite knowledge and skills to support the program both at cluster and school level.

In order to realize this, participants were taken through different topical areas and review of challenges experienced during support and introduction of new Tusome concepts.

The trainings were mainly delivered through lecture method, group discussions, pairing of partners in different groups to practice and individual take-away assignments such as homework and voluntary presentations during plenary sections. This was focused on the content activities for each day for participants to have a deeper understanding on topical areas introduced during the training.

Generally the preliminaries for grade 1, 2 & 3 were the same. These included: - Welcome and Introductions, training norms and expectations, finance registration and teacher professional development session to have teachers consume the idea on how training influences performance.

However, in some cases, teacher training content were slightly different for grade 1, 2, 3 and head teachers.

For all trainings, expectations for all levels were sought on the first day of training and later reviewed on the last day as a measure to evaluate achievement of what participants shared in the beginning.

The objective of the training was to capacity build teachers effectively, to be able to deliver the content competently and master the skills which will help in improving literacy levels in Early Grade in classes 1,2 3 across the country. The cooperation between the trainers and the participants led to its success. All the training objectives and expectations were achieved by the end of the training.

Other stakeholders also graced APBET trainings.

A good example of such an activity was the 2016 trainings. From **25th – 28th April 2016**,



Photo: Nairobi APBET:- Tusome DCOPP-Francis Njagi addresses Nairobi Instructional Coaches.

Instructional coaches from; - Kisumu (7), Mombasa (8) and Nakuru(5) were trained at their respective RTI regional offices while Nairobi(45) trained at Kilimani Primary School.

Another instance was in 2017 during Term I 2017 APBET trainings that were held from **4th – 6th January 2017**, DCOP- programs Francis Njagi graced the training in Nairobi. While commenting on the importance of the Instructional Coaches' role, the DCOPP explained how -the coaches regularly interact with children and teachers at school more than any other Tusome official including the city managers. This called for the Coaches going an extra mile to help them achieve the set

objectives during such interactions. He said; *“We do this for the best interest of the children, thus classroom support should be driven by passion. Tusome has brought a new face in the APBET, enabling those institutions to have teachers executing their duties in a formal and professional way - in-line with the school’s curriculum.”*

He emphasized on the role of Tusome in improving learning outcome. *“Literacy is a key element in influencing learning outcomes. Thus coaches need to do all their best to have the program successful.”* DCOP-programs applauded Tusome team especially the coaches terming their performance as impressive as they have managed to deliver quality CLOs of almost 300% against the 10% or even zero percent attained by the CSOs in the public primary schools albeit the challenges they are many times faced with in the course of duty.

Among the key things he brought forth included: - welcoming and encouraging the new coaches and recapping on script fidelity. *“For the new coaches who might be worried of the new experience, Tusome training content is based on sequential introduction of its content that fosters gradual development of concepts that eventually scaffolds through abstractness. You will catch up with the content in the subsequent trainings”*

In Kisumu the training was supported by Sophia Yiega (WERK Executive Officer). She thanked RTI for the opportunity to partner with WERK in Tusome and directed the Coaches to work hard to achieve what they were engaged to do. She encouraged the team to stay responsible in executing their duties diligently to ensure Tusome objectives are significantly achieved.” She had this to say when laying emphasis on the need for hard work;- *“You have to work hard and as a team to achieve your goals. Above all, you have a responsibility to bond with RTI Team all the time to deliver a successful Tusome”.*

It was important to take cognizance of the entry of new schools, teachers and head teachers into Tusome in 2017 and the implication this could have on such trainings. It was with this in mind that the training was designed to have the participants acquire new skills (for the freshers) and at the same time refresh the already acquired skills in the effective transfer of EGR skills to the pupils in classes 1, 2 &3. The training focused on:-Phonological awareness activities, alphabetic principle activities, vocabulary strategies, comprehension strategies, writing activities, grammar, Elements of CBC and planning quality lessons plans and schemes. Other good practices were; use of energizers. Co-trainers moving around the training room giving feedback to the respective groups and use of parking bay for addressing question.

In Nakuru, the training was graced by SEPS-Isaac Cherotich who stated that the training should focus on going deeper across the content and correcting mistakes made by teachers during support. He emphasized on participants’ mastery of literacy components as they are presented which will aide in building confidence of teachers during training thus appropriate delivery in class. He reminded participants to encourage teachers to maintain language of instruction during lessons and not to code switch to different languages.

In Kisumu, Dr. Brown B. Onguko- SEPS-Kisumu, Nanyuki, and Garissa graced the training and presented a lesson on Finance information whereas in Mombasa, the training was officially opened by the national coordinator Mr. Samuel Ogwang.



Kisumu:-Dr. Brown Onguko(APBET-SEPS) addressing Instructional coaches.

This training was in partial fulfillment of the Tusome Early Grade Reading Activity; whose overall goal is to improve learning outcomes in early grade literacy for class 1 and 2 pupils in Kenya. The topical areas included: - (**Refer annex 1.1:- Training agenda**)

In total, 65 instructional coaches were trained in preparation to go back and train their teachers at cluster levels. Attendance stood at 100% | all

cities. Below is a breakdown of attendance by gender:-

1. Nairobi- **45** Instructional coaches (**22 female & 23 male**)
2. Kisumu- **7** Instructional coaches (**2 female & 5 male**)
3. Nakuru- **5** Instructional coaches (**3 female & 2 male**)
4. Mombasa- **8** Instructional coaches (**3 female & 5 male**)

The trainings were facilitated by respective city managers and selected Instructional coaches from the regions in APBET cities, backed up by various ICT trainers; at times by members from the Tusome technical team members. The trainers were:-

1. Kevin Otieno- City Manager- Nairobi
2. Samson Kodande- City Manager- Kisumu
3. Eileen Limo- City Manager- Nakuru
4. Elisha Olando- Instructional coach- Nairobi East
5. Symon Muchiri- Instructional coach- Nairobi West
6. Florence Lukokolo- Instructional coach- Nairobi West
7. Daniel Akello- Instructional coach- Nairobi East
8. Beatrice Makona- Instructional coach- Nairobi East
9. Elizabeth Ronoh- Instructional coach- Mombasa
10. Suleiman Madzengo- Instructional coach- Mombasa
11. Allan Musungu- Instructional coach- Kisumu
12. Geoffrey Nga'nga'- Instructional Coach- Nakuru
13. Sharon Wanyonyi- ICT Trainer- Nakuru
14. Edwin Oraro- ICT Trainer- Mombasa
15. Stephen Ndirangu- ICT Trainer- Nairobi
16. Gloria Ireri- ICT trainer- Kisumu

Evidence of areas where content was well covered.

All participants strongly agreed that they had acquired more knowledge on Tusome reading implementation approach specifically on Direct Instruction Method, skills on sound recognition, segmenting, letter/Sound knowledge,, word blending, blending with silent E, silent blending, Vocabulary, handling of Teacher Read aloud stories, prediction, answering comprehension questions after story reading, how to use homework book and supplementary readers , skills on Kiswahili and English sounds, how to train and support class 1 and 2 teachers through classroom observation and Coaching.

Review of homework for the 4 days was successfully conducted. Notably, instructional



Mary Thuo- IC- Nakuru during homework review- plenary presentation

coaches prepared adequately for the activities assigned and were readily taking up responsibilities of modeling during plenary sessions besides adhering to the checklists that guided various activities. Instructions given were clear and learner centered. Feedback sessions came in handy as objective feedback was shared during debrief session among participants.

Homework book session was well conducted and participants were able to make referrals comfortably in line with the content on the teachers' guide. This attracted the interest of the participants since it had not been introduced in the previous trainings thus active involvement. Similarly, supplementary materials walkthrough session was well emphasized and this saw participants share various ideas/

experiences on how best to utilize the readers.

Exam session addressed most grievances as faced in the field leaving the participants home and dry on how to administer exams.

English and Kiswahili sound practice session gave clarity to the challenging sounds, hence participants acquiring expertise in articulation.

Review of components of reading namely: - phonological awareness, alphabetic principle, fluency, vocabulary and comprehension were well introduced.

Phonological awareness was defined as the ability to hear, identify and manipulate sounds in spoken words. It was emphasized that the activity is oral and should not involve writing. Oral blending and segmenting activity was well introduced and modeled under I do, we do, you do with dynamic participation. Participants' model sessions were well monitored governed by the checklists given.

Introduction of alphabetic principle was comprehensively done and was defined as the



Mombasa:- National coordinator- Samuel Ogwang' modeling a blending activity..

understanding that letters represent sounds and words are made up of letters. Participants were able to mention the activities under alphabetic principle namely: - letter names and sounds, blending sounds to read syllables, blending letter sounds to read words, manipulation/ insertion and syllable box (Kiswahili).

Introduction of blends, diphthongs, digraphs and long vowel gave participants an opportunity to practice sounds of combined letters.

The distinction between silent blending and silent E was well brought out clearing the confusion initially had by the participants.

Additionally, we do/ you do sessions on letter names and sounds, silent blending, and silent E were carried out well by the participants.

Vocabulary was defined as meaning of words in a given language. The steps of teaching vocabulary such as say and display the word, ask learners if they are familiar with the word, ask learners if they know the meaning of the word, teacher give the meaning of the word, teacher use the word in a sentence to give meaning and teacher support learners to use the word in a sentence to give meaning were clearly emphasized. During we do practice sessions, participants thrived to explore various strategies in defining the words given.

Introduction of grammar was well received by the participants. Most were now comfortable on what to communicate to the teachers, kind of instructions to give and how to utilize I do, we do, you do to deliver the component to the pupils. Additionally, teacher read aloud introduction was elaborately passed and modeled by the facilitators and participants.

Reading to understand is the ultimate goal in Tusome. Reading is meaningless unless pupils are able to understand what they read. Comprehension was expansively covered with maximum uptake by the participants. Before, during and after reading activities were well practiced with the use of various guiding checklists. Most participants followed the items to the latter. Fluency was well exemplified during reading and it was communicated that teachers should model how to read with prosody which is to read accurately with good speed and expression. Benchmarks for class 1 and 2 in Kiswahili and English were highlighted elaborately.

There was emphasis on prediction, participants should write a few predictions on the board for easier review. I do, we do, you do questioning came out clearly during partner practice.



Anne Wachera- IC--Mowlem- Nairobi;- during putting it all together- group presentation

Putting it all together gave participants an opportunity to link all the activities in a full lesson. Perky pace was well noted as most presenters finished lessons within/ less than 30 minutes. Feedback session was objective and partners gave feedback based on the content taught.

Material distribution, Training report and logistics sessions were well presented. Participants were able to confirm the status of their training materials and books, training venues, partners and dates of training and how to write a comprehensive training report after respective trainings.

Tablet practice was well conducted and participants were able to tether and upload observations with ease. Participants comfortably

manipulated various forms on the tangerine, participation being drawn towards the Math form to be used in numeracy program.

Head teacher training session was covered elaborately with a walkthrough of the manual and time allocated under each session noted by the participants.

Specific feedback on teacher support and cluster meeting went well. Participants shared various experiences and feedback as encountered during support and implementation.

The 4 days agenda was covered within the given time. Transition from one activity to the other was outstanding. Generally, active and willing participation was notable all through the trainings. Time was well managed and session periods adhered to the latter by the specific facilitators in charge of the sessions assigned as drawn from the reports. Having prior knowledge of most items by the participants made it easier to facilitate thus asking valid questions and giving accurate responses.

General comments on the training: -

Most participants acknowledged that the training was beneficial and tackled areas that seemed not clear during support in the clusters. Inclusion of grammar, blends, digraphs and diphthongs during this terms' training addressed challenges in double sounds and how to effectively teach grammar in classes, an area most teachers couldn't make head or tail of. Participants cited that training was timely and imperative in preparing them for teachers and head teachers training to follow at cluster level. Successes were shared across the board, to show that Tusome is working and reception is positive by key stakeholders.

On workshop quality, the participants strongly agreed that they had understood how to deliver better reading instruction, and that they will implement the strategies learned during this training. Furthermore, most participants confirmed that they were more knowledgeable on teaching reading than before and that the content was useful and they had acquired useful skills.

Sampled participants had the following remarks: -

"This training was quite illuminating, I have gained more knowledge on sounds i.e. digraphs, diphthongs and long vowels. I have also learnt how to guide teachers on the use of homework books and supplementary readers. A good and timely retraining which will go

a long way in enhancing skills, knowledge necessary for the training head teachers and teachers.”..... Beatrice Joan Onyango (Coach Kajulu cluster) – Kisumu

In Mombasa, an IC had this to say;“*I am now able to explain diphthongs and diagraphs to the teachers using appropriate examples.*”- Kassim Gasambi- Likoni Cluster- Mombasa

Another participant cited “, *Am going back well equipped, knowing how to help teachers in my cluster*”- Divinah Yator- IC-Pipeline- Nakuru.

In Nairobi; Soweto Cluster-IC; Bashan Barasa; said; - “*The training was objective and brought many issues not clear understandable. The facilitators were well presented, with sound content and organization. Meals were sufficient and so delicious. I am now confident in handling training in my cluster.*”

Effective implementation of Tusome core activity affirms that there is proper teaching of learners in Grade 1, 2 and 3 in all primary schools (inclusive of learners in APBET schools), to read with understanding in both English and Kiswahili. In order to achieve this goal, Tusome organized termly teachers and head teachers training at all Cluster levels.

Teachers were trained on Tusome methodology and instructional approach whereas their counterparts, the head teachers were trained on instructional management in the schools.



Photo: 2018;- Kisumu APBET: The National Coordinator APBET cities; addressing teachers.

A cascade model was applied: - where ICs were identified to attend a National ToT together with the city managers to train other ICs at regional level. The training was later cascaded to cluster level where coaches trained their teachers at respective clusters.

In- school or school based training was also conducted to take care of new teachers in the schools due to teacher attrition. This has led to continuity and satisfactory transition with the support of the teachers. During such trainings the

teachers have always been reminded to uphold the program gains as they carry out implementation; but at the same time identify the gaps that require attention. As an

example; the national Coordinator; - Samuel Ogwang' had this to say during one such trainings; - "I want you to take a deeper hawk's look at the dashboard since this is an important tool that informs decision as far as program gains are concerned. You need to work together with your city manager in upholding the program gains so far realized; but at the same time identifying weak areas that need more support and on specifics as indicated by this tool. As we talk about transition and sustainability, let's all put our best foot forward."

With the termly school and in-school trainings, the following has been observed as some of the successes:-

- i) Promotion of reading culture and improved fluency amongst pupils.
- ii) Pupils have been able to do activities like storytelling, composing stories from pictures, reciting poems and songs which promote reading habits and dramatization.
- iii) Promotion of teaching and learning process due to considerable improvement in support with provision of instructional materials.
- iv) The training provided opportunity for teachers to acquire expertise in usage of Tusome instructional materials.
- v) This has made it easier for teachers to use books during the lessons by referring pupils to specific areas of their teaching, instead of the teacher being the sole source of knowledge.
- vi) Pupils are given an opportunity to extract information from their books on their own and space for discussion during lessons.
- vii) The home workbooks have made it easier for teachers to give assignments.

Training Impact on teachers' professional development.

Teachers stated that training on Tusome lesson presentation methodology has increased their motivation to teach and perform well in their subjects. A number of them have earned themselves different forms of promotion in their schools.

By the end of March 2019, all the 4959 teachers in the 83 clusters had been trained on the DIM methodology, with emphasis on the new teachers in the schools.

Note: All subsequent trainings that have been carried out during the program lifetime followed the trends and development of the sample above, save for some isolated;-**must change/reorganize;-** instances based on the available evaluation reports gathered from the different training sites.

Example of participant reached: 2016 vs 2019 trainings:

City	Year 2015-2016			Year 2017-2019			Increase as %
	Male	Female	Total	Male	Female	Total	
Nairobi	366	1497	1863	470	1963	2433	31%
Kisumu	74	227	301	134	425	559	86%
Mombasa	96	254	350	91	283	374	7%
Nakuru	46	163	209	34	209	243	16%
Eldoret	N/A	N/A	N/A	43	157	200	N/A
Totals	582	2141	2723	772	3037	3809	40%

(See attached in the annex, a summary of attendance during trainings from 2015-2019.)

I.4 Supervision support to teachers by coaches and head teachers in teaching and assessing reading

This was the backbone activity that propelled TUSOME program to success. Teachers were visited, observed and supported on several occasions by the Instructional coaches during school calendar. During observation and support, teachers were sharpened on challenging areas. Pupils were also taken through reading assessment



Photo: IC- Joyce;-Manyata Cluster; Kisumu ;- using a tablet to conduct oral reading fluency.

Tusome APBET instructional coaches were tasked with the role of teacher and learner support through classroom lesson observation. This activity began right after the launch of Tusome in January 2015. 15 Instructional coaches were directly absorbed from PRIMR to begin implementation of Tusome in APBET institutions in February 2015.

With an expansion of scope, which meant more schools being given the

opportunity to benefit from Tusome, 50 more Instructional coaches were hired and assigned each a cluster comprising of 16-20 schools. The ICs were trained on Tusome Instructional approaches and methodology in readiness for support in classrooms. This was an ongoing

activity of equipping both the IC and the teachers with the necessary knowledge and skills in Tusome methodology.

They then embarked on teacher support backed by city managers, national coordinator, MoE officials and RTI technical team. The teachers in turn cascaded the same to the learners through actual classroom teaching for better results in reading and comprehension, the ultimate goal of Tusome.

The classroom support to the coaches was also ongoing exercise by the cit managers, National coordinator and other Tusome stakeholders.

During the period of implementation, APBET achieved over 200% observations in 2015, 2016, 2017, 2018 and 2019 with each instructional coach making at least 2 visits to each class 1, 2 & 3 teacher.

During the support, it was noted that the teachers supported experienced less challenges with time in lesson delivery, planning and development. This was made possible by the fact that Tusome was able train the teachers on a termly basis, provide in-school trainings to the new teachers, provision of Tusome instructional materials: - Teachers' guides, pupils' books, supplementary readers, levelled readers and provision of lesson plan templates.

During the support, the teachers were also guided to prepare quality lesson plans and schemes of work as per the new curriculum design, trained on CBC. Each classroom observation was followed by assessment of learners reading abilities, whereby 3 learners are randomly selected for assessment. The support activity came along way in improving teacher professionalism which greatly led to positive gains as learners oral reading fluencies improved tremendously making Tusome a global success. The data from the support by the coaches was uploaded to the cloud servers, analyzed and interpreted to inform other vital program decisions.

Through the positive reflection as was shown by the dashboard readings, it was from this basis that APBET overtime received high profile delegations and visitors from all over the world visiting the institutions to either benchmark or ascertain the success stories of Tusome.

Region	Number of classroom Visits	English - Class 1	English - Class 2	English - Class 3	Kiswahili - Class 1	Kiswahili - Class 2	Kiswahili - Class 3
	(Percentage	CWPM	CWPM	CWPM	CWPM	CWPM	CWPM

	of Target Visits)						
Kisumu	520 (335%)	29 (64%)	45 (58%)	68 (0%)	14 (54%)	32 (43%)	55 (0%)
Mombasa	461 (223%)	23 (46%)	44 (48%)	65 (0%)	17 (66%)	28 (38%)	55 (0%)
Nairobi	2764 (252%)	24 (51%)	43 (54%)	72 (0%)	14 (57%)	25 (33%)	56 (0%)
Nakuru	456 (460%)	29 (54%)	44 (57%)	62 (0%)	11 (52%)	17 (23%)	49 (0%)
Uasin Gishu	361 (494%)	26 (66%)	36 (47%)	65 (0%)	15 (63%)	21 (30%)	56 (0%)

Table: - Sample reading from the dashboard (May 2017)

A casing point:- In Nakuru, the APBET hosted the USAID visitors in May 2017 who observed Tusome lessons in the actual classroom situation in one of the APBET School at, Mwariki cluster, Melon Mission School. Visitors from USAID, COP-Tusome, SEPS, Nakuru REPO, Nakuru Tusome technical staff, parents, teachers, pupils and the coach were in attendance



Photo: Eldoret APBET:-Reading Assessment: Grd. 2 pupil;- Prncedom Academy.

during the visit. The event was a success and there were good reports from the USAID visitors and the COP regarding how Tusome program had contributed to the improved fluency levels despite the infrastructural challenges in the schools.

In the QI, Kisumu APBET City was visited by Dr. Brown Onguko, senior Education Program Specialist (SEPS) on 19th February 2018 and he visited Genesis Introductory in Manyatta cluster for Classroom Lesson Observation (CLO) Support. He noted the good progress in terms of lesson delivery and pupils' reading. He mentioned, *“In the grade 1 Kiswahili lesson, the teacher was able to infuse CBC in Tusome lesson well, such as teaching values- maadili mema, communication and collaboration- ushirikiana na mawasiliano, problem solving- kutatua shida zilizopo. The Coach checked pupils books, walked around and identified learners that had no pencils and helped solve the problems, checked the handbook for CBC infusion in Tusome as she guided the teacher after the lesson.”*



Photo: Dirius Ogutu (Director PP&EACA-Standing in a jacket) monitoring a Feedback Session.

A monitoring team comprising of Senior Ministry of Education Officials and partners (MoE-SMT) led by Francis Njagi (Tusome DCOP-Program, RTI)- visited Sharp Brains Hill side Academy in Kajulu Cluster, Kisumu APBET on 6th March 2018 for the planned Tusome monitoring. The objective of the visit was focused towards Inspection of the effectiveness of Teaching English and Kiswahili in grade 1 and 2.

The following Senior Ministry of Education Officials and Partners attended:-

1. Dirius Ogutu-Director PP&EACA
2. Dorothy Ogega-MoE HQ.
3. Margaret Lesuuda-RCE Eastern
4. Francis Njagi-RTI-Tusome Nairobi
5. Doreen Olubendi-RTI-Tusome Eldoret
6. Patrick Bii-USAID
7. Irene Muruiki-USAID
8. Stanley M Shitanda-SCDE-Kisumu East
9. Teresa Songwa-CQASO-Kisumu.

The above team observed actual teaching, reading assessment and feedback to the teacher. They later attended a debrief session with the head teacher and communicated on the

following:-

- a) Registration of the school as an APBET Institution.
- b) Making the school SNE friendly by putting up ramps at the relevant entry and exit points.



Photo: Mombasa APBET:- The Director, Basic Education, Ag. Tusome National Coordinator and COP- RTI; with head teacher Ziwani school for the deaf after supporting a lesson in the school.

On 6th March 18, 2018 Salome Ong'ele the COP RTI and Director Basic education, Ag. Tusome National Coordinator Musa Wambua, CM Mombasa Christine N Barasa, ICT officer Paul Omboi and Education assistant Shadrack Kikuvi visited St. Peters the Rock, an APBET school in Mombasa and observed a lesson in English in grade 2 and Kiswahili in grade 1.

“We were all impressed at how the learners were responsive and participating during the lesson. The support given by Tusome will improve both performance of the teachers and

the children.” said Dir. Basic Education.

The visiting team were also able to address the parents who appreciated Tusome program saying it had enabled their children to be fluent readers. The school head teacher attributed the success of his school and escalating enrolment to Tusome since most learners have been enrolled to his school.

The team also visited the County Education office and met the TSC county director and also visited the school of the deaf and observed an English lesson. It was interesting to see the teacher deliver the lesson using sign language.

In the month of May 2018, Nairobi APBET hosted guests from the Economist. The guests visited Kenya to write a story about universal secondary education but also wanted to see other interesting projects and people for other story ideas. Tusome was pin pointed thus a visit scheduled in an APBET school: - Kicoshep in Kibra; Makina Cluster. The visitors



Photo: Nairobi APBET:-Grade 3 pupils from Kicoshep Academy.

observed Tusome lessons in the actual classroom situation. The visitors from the Economist, RTI-Tusome SMT, National coordinator- WERK APBET, parents, teachers, pupils and the Instructional coach were in attendance during the visit. The event was successful and there were good reports from the National coordinator from the visit

In Kisumu APBET, USAID Tusome Monitoring Team comprising Irene Mwiriuki, Beatrice Kimani, and Francis Goco visited Kisumu Tusome Region from 11th to 15th June, 2018.

On the 13th June, 2018 they visited Light of Hope Academy in Nyamasaria Cluster in the morning and Star Light Educational Centre in the company of Mildren Lang'o (REPO), Samson O K'Odande (City Manager, Kisumu APBST City), Joab Godson Abuga (Instructional Coach-Nyamasaria Cluster) and Veronica Rita Rae (Instructional Coach –Obunga Cluster). Teacher Fiona Kizito of Light of Hope was supported in Kiswahili Grade 2G (Week 21 , Day 5) teacher Lucy Atieno of Star Light was supported in English Grade I (Week 13 ,Day 1) and Irene Mwiriuki had this to say,

“When we monitored Tusome in 2015, we were not sure the teachers would pick up teach using teacher’s guide. Two years down the line, it is amazing that Teachers competently teaching using the Teachers Guides for Kiswahili and English and Learners were able to read fluently. I wished I had with me the team we started with in 2015”.

Indeed the instructional support system is an approach that can improve and track performance in schools as it was evident that teachers were impressed with the support from the coaches.

With the instructional support, Tusome has made considerable achievements regarding reading abilities among learners in the implementing schools within the APBET clusters.

Some of the comments from are as stated below:-

‘Your children in class four have really performed well being their first time on stage, they are proceeding to the county level being position 1 and 3 in the six items including verses. This is attributed to your continued support and Tusome. In upper, they are the best class academically. May God bless you as you continue nurturing others?’ Tr. Matilda Ouma of Hekima School- Kisumu.

‘I appreciate Tusome so much, the trainings that I have been attending have enabled me gain more confidence in teaching. I have now mastered the perky pace and this has impacted positively on my learners. Their ORF has improved greatly. I can now teach reading with ease.’- Jane Kariuki-Mailinne Cluster Eldoret.

‘The teachers guides have been improved especially Grammar has consistency and continuity from one topic to the other,’ –Clemence Mkambe- Mishomoroni Cluster- Mombasa.

‘We thank Tusome for the books; our learners had no books, the teachers used to struggle with the lessons due to unavailability of books. This has now changed. Learning is now taking place with ease. Pupils are interested in the books and are always excited to have them during the lesson.’ Shadrack Oundo- Mwangaza Cluster- Nairobi

‘The issue of integrating Tusome lessons with CBC was an issue but since the coach gives frequent support to guide my delivery in class, I have been baked fully as a teacher and now CBC seems like a smooth ride.’- Teacher Sharon- Hekima School- Njiru Cluster

‘I was not able to confidently teach concept map strategies for comprehension because I was not comfortable with the approach. I applaud the coach for modeling the activity that has made me improve my teaching skill towards the strategy. I am now able to comfortably teach a lesson that has concept map’. Teacher- Mombasa.

School visits during classroom observations and support to teachers also provided opportunities to support head teachers and school directors on their instructional leadership role. For instance, Instructional Coaches would guide school administrations on

how to take care of the instructional materials provided and also encourage reading culture at school level.

1.5 Support to the Instructional coaches from the city managers.

The city managers join the ICs during classroom lesson observations and support. It is during this support that the CMs get the opportunity to guide the coach where necessary. It is also during this support that the city managers get the opportunity to interact with the school management thus the school Director, Manager, Head teacher and the school teachers at



large.

The support by the city managers have continued to be instrumental in ensuring that coaches got the required CLO support skills to use with the teachers. While positioned at the back of the room, the IC and the CM gather useful successes and challenges for use during feedback time with the teachers at the end of the lessons.

Photo: Mombasa- Mtongwe Cluster;- Grd 2 teacher with support from both the IC (back rt) and CM(back lf).

All the coaches received immense support on a termly basis from respective city managers; sometimes in the company of the Tusome National Technical (NTT) Team members. The climax of such support have always been the feedback sessions the ICs engaged in with the teachers, the CMs; sometime in the company of the HT of the school.

The confidence to present improved pedagogical skills during the lessons by majority of teachers further demonstrated the effectiveness of the trainings they get every term and every year.



Photo 2019: Feedback session; - at HT's office; - Kajulu Cluster in Kisumu.

This results in incredible skill acquisition and consequent use as could be seen through the dashboard analysis of the Oral Reading Fluency (ORF) etc recorded from all the cities on a monthly basis. This grd I teacher from Kajulu cluster in Kisumu is explaining a point the headteacher (centre) while the IC (left) follows the discussion keenly; - a very clear sign of confidence in her pedagogical skills acquired during training and its effective use during lesson presentation.

1.6 Instructional coaches use tablet software to send observations and monitoring data to county offices, MoEST/ TSC and city managers



Photo: Nakuru APBET:-An IC uses a tablet to conduct random pupils' assessment

Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavor within business and governance. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centered learning settings. But with the world moving rapidly into digital media and

information, the role of ICT in education is becoming more and more important. ICT being an integral part of new education system in Kenya and Tusome being a data driven intervention, Instructional Coaches used tablets to conduct classroom lesson observation and to assess reading outcomes in all the active school months from 2015-2019. Instructional coaches underwent frequent ICT trainings to enable ease of use of the provided tablets. The first training was held in 2015 August where ICs were introduced to specially tailored Tusome applications namely: - Tangerine, papaya, MX players, adobe and GPS essentials. All these applications were used by the ICs during day-to-day support to the teachers and learners. Of magnitude was the tangerine

application which was a record of classroom content with a checklist of how the teacher should conduct an activity effectively. It is based on how the teacher conducts the lesson that the feedback will be generated for sharing.

To make their work effective and more efficient, all the ICs tablets were intended to be updated to the latest version of Tangerine which was well undertaken by the coaches.

After classroom support, the ICs uploaded collected data to the cloud servers. The coaches were also being informed of field progress based on observations made through the dashboard and this kept all the ICs on the track. This area was interesting as most ICs wanted to know respective fluencies per cluster, how oral reading fluencies are analysed, the number of classroom supports conducted and validity of lessons uploaded.

All through, there was an indication that the coaches were conversant with the use of the tablets to conduct lesson observation and support in the schools.

1.7 Cluster Reflection Meetings

Cluster meetings provide opportunities for peer reflection and learning among the teachers. It is also a tool for continuous professional development. All the clusters in the APBET cities held their termly cluster reflection forums during all the quarters from 2015-2019.

The planned dates were normally shared by the coaches on when each would likely be able to conduct the meeting in his or her cluster for logistical arrangements.

This provided the teachers with the opportunity to review Tusome teaching methods and for the coaches to check on the adoption of the activity. Instructional coaches, teachers and head teachers also shared experiences after the onset of Tusome implementation. Most of these reflection meetings were conducted after ICs support to teachers at least twice.

Reflection meetings also provided an opportunity to model sections of Tusome lessons that teachers were struggling with, check on syllabus coverage and most of all appreciate the head teachers and teachers who were already doing a good job in implementing Tusome and by so doing challenge those who needed to improve.

1.8 Material distribution exercise.

One of the core activity of Tusome in a bid to achieve its ultimate goal is distribution of Tusome learning material. This was done across implementation from 2015 to 2019. This process was targeted towards having the ratio of books to the number of pupils at 1:1. As a result, pupils reading levels have improved because almost each pupil has an access to a book.

Tusome pupils' books, teacher's guides, homework books, lesson plan templates, activity templates and supplementary books were distributed in May 2017 to the new schools that had not received materials. The final process of distribution was in June 2017 where batch II schools received materials. Grade 3 Tusome teacher's guides were distributed during teacher training in respective clusters in April 2018. This process of distribution was completed in July 2018 when the schools

received grade 3 PE which were CBC based and approved by KICD.



Photo: 2015: Shipping materials at City level. Mombasa APBET.

Newly revised CBC compliant Tusome Grade 1 and 2 pupils' books were distributed to the APBET cities in the month of January and February 2019. This was well received by school directors, head teachers, teachers and pupils who had long awaited for the materials from last year. This process was targeted towards having the ratio of books to the number of pupils at 1:1

Grade 2 pupils' books which were distributed by the MoE, though relatively late but, the book got into schools in mid-February 2019. Grade 2 pupils'

books were issued to all program schools in APBET cities.

The activity was well coordinated by the coaches through the respective city managers. Immediately the schools received the pupils' books, advice was channeled for the schools to use them with the new guide books provided earlier.

However, grade 1 distribution process posed a challenge since most schools received less materials as opposed to the actual enrolment in the classes. In the distribution process, some schools had their books issued out to schools with similar names which in turn brought relational agitation amongst schools affected.

Impact on pupils' academic performance: -

Discussions with teachers and parents alike showed that there has been improved examination performance in Tusome Program schools. This is based on the fact that the provision of books to schools has encouraged teachers and pupils to read widely, thereby improving pupils' academic performance. This has enabled them to perform better in all subjects taught in primary schools.

As at Tusome APBET, only a few schools had not received books to balance up the increased enrolment in those institutions.

Provision of supplementary readers courtesy of Tusome to the APBET schools has made it possible for the institutions to inculcate a reading culture, which has enhanced reading making learners fluent readers, thus communication also built over the years of implementation. APBET schools have recorded high oral reading fluencies and this makes Tusome a global success.

It is notable that schools have taken cognizance of the fact that materials are to be taken care of by proper covering and storage. This was evidenced in most of schools during Tusome implementation. Coupled with this, the desire by the Tusome learners to start reading Tusome materials at the centre of delivery is

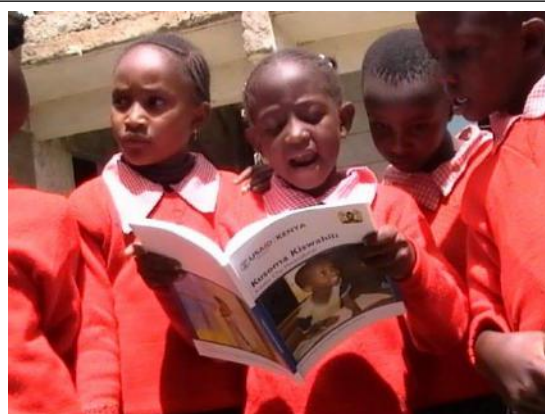


Photo: 2016;- Material distribution day: Matopeni Cluster-Nairobi(W) .

amazing. The photo below is an example at one such school when the learners went to assist ferry their materials to their school (Brooks Academy-Matopeni Cluster-Nairobi).

1.9 Material Development.

This had been an ongoing process from 2016-2019 where a selected team of instructional coaches and Nairobi East CM participated in the development of Tusome instructional materials.

In 2016, ICs were selected in both panelist of Kiswahili and English to help in development of levelled readers as guided by levelled readers' framework that had been adopted by KICD for use by other publishing institutions. This was a brainchild of RTI international and it was a good opportunity for the instructional coaches. On the same breadth, the participating coaches were also tasked with selection of leveled readers in 2018 from other publishing houses for use in primary schools. A total of 348 English and 273 levelled readers were selected based on different reading categories and criteria on the provided leveled reader framework.

A similar team of ICs together with Nairobi East city manager were selected to participate in materials development workshop from 17th- 20th October 2017. The same process continued at RTI offices in the month of November & December 2018 for development of class 1, 2 & 3 pupils' books in line with the new curriculum- CBC in 2017-2018.

The materials received high ranking approval from KICD and was later printed by the government of Kenya for compulsory use by all primary schools. This exercise took place at both Pride Inn and RTI international offices for the longest period as mentioned above.

In 2019, the coaches were again called upon for the completion of levelled readers' development process in February.

The APBET coaches have been instrumental in the development of the materials and thus can be counted as part of the success journey of Tusome.

1.10 Sustainability Strategies



Photo: Kisumu APBET- Manyata Cluster IC; Joyce uses a tablet during reading assessment of a Grd 2 learner.

Some of the sustainability strategies as communicated during exit meetings with schools involving school heads and directors included continued provision of instructional leadership to the teachers in class by the heads to motivate teaching and continuity of Tusome in schools.

Continuous usage of Tusome books in the ratio of 1:1 for the learners to have equal access to them.

School heads/ directors to regularly organize for teacher professional development workshops for the struggling teachers and the new ones either at cluster level, school level or even in coordination with the Zone Curriculum Support Officer under the government to ensure professional uptake by the new teachers who join the Tusome classes.

Coaches engaged in Community sensitization to:-parents and the community at large, where they communicated the need to have the school heads and directors sell the idea of program sustainability once the donor funding comes to an end. This was aimed at preparing to continue embracing Tusome while they also ensured reading culture support to their children while at home.

Key challenges.

2.1 Key challenges affecting Tusome Uptake in Tusome implementing schools:

Management of Tusome has always addressed challenges in the regions but some challenges have stood beyond the structure and policies of Tusome thus calling for ministry or any other program with a structure which can solve these challenges in the journey to quality

education for all. Challenges which can be considered by Ministry of education and other concerned stakeholders include high number of un-trained teachers and incompetent teachers teaching schools in APBET, thus making the quality of education in the informal settlements in a struggle.

Majority of schools have always registered a low entry behavior due to low foundation in preprimary thus cutting up extra work for grade one teachers. Due to low pay for the teachers, there has been high turnover rates in the APBET schools thus affecting consistency in content delivery, Syllabus coverage; hence affecting the quality of education in a number of APBET schools.

The academic climate is a challenge too, especially in infrastructure, all types of pollution such as noise, air, and even lack of enough light in classes should be addressed to align SDG 4 goals also in the APBET sector. There are quite a number of unqualified education administrators in schools which are started and run by proprietors with no educational background or training. Most of such schools close shop along the way or proceed but with very little learning in these schools despite support from different areas.

Socio-economic levels :- due to the poverty levels in most areas where APBET schools are located, parental engagement in children education poses a great challenge thus for the schools offering quite low quality of education would have no one to put them on check in terms of quality in implementation of curriculum in absence of coaches .

Many organizations are partnering with the APBET schools on children's education.

Sometimes field officers from these organizations would meet in one school at the same time making work a little bit difficult because of the teachers' inability to serve all the officers at the same time. This leads to delayed CLO support.

Some schools have lost pupils to other schools especially to public schools and are therefore having little or no pupils in some classes; while others aren't having enough teachers. Examples of one teacher handling pre-unit, class one and class two.

Teacher attrition: - Teachers who have benefitted from Tusome training are constantly poached by non Tusome program schools. It was also noted that some teachers are still not able to maintain and update their Professional Records by ALL concerned.

Other challenges have been itemized as below:-

Limited and/or Inadequate Capacity building for APBET Institutions proprietors and/or Directors. Inadequate ICT Integration in teaching and learning/Digital Literacy. Inadequate CBC Sensitization. Teachers not Tusome trained, teaching grades 1, 2 and 3.

Parallel teaching using books in the Orange books. Admission of new learners in the middle of the term and its impact on the 1:1 book ratio.

Lack of head teacher's support to teachers (Some head teachers never attended Tusome trainings)

Teachers not handling contents they are not comfortable with, especially in grade three-
Skipping lessons

Inability to bring out core competencies, values and PCIs in conformity to the new curriculum in the process of lesson delivery.

Quality of the teacher's educational background, compounded by mother tongue influence during the; - Letter name/sound;- 'I do' activity. A teacher commented thus: *"Some of us will need to be guided on reading words whose pronunciations are different from the conventional pronunciation like 'city' 'age' and also differentiating the following sounds: /dhl/, /gh/, /ngl/, /ng'l/, /o-el/, /i-el/, and /thl/, /owl/."*- Teacher Joy-Grace Preparatory- Bangladesh-Mombasa APBET

Lack of adequate support from the school head teachers. Very low enrollment in some classes. Unwillingness to teach since not Tusome trained, Underpayment by the schools Admission of new learners from non Tusome schools. Lack of support from some head teachers too their staff.

Lack of grade 1, pupils Tusome books to some of the new schools. Lack of grade 1-3 Tusome teachers guides to the new schools and double streamed ones

2.2 Recommendation/ Way Forward

Ministry of education to remain firm on policies regarding teacher qualification in all schools in the country. If lenient on policies they should ensure all schools have trained teachers or if untrained they should have certain qualifications to teach in Kenyan school, with no allowance of casual teachers in any school. All school administrators also to be trained teachers regardless of the affiliation of the school in FBO or CBOs. In line with this, quality of education in Pre-primary level to be improved so as to lay good foundation for primary education

Ministry of education should also work on improving learning environment for Kenyan children especially in mostly needy cases and setting a limit on requirements of structures for all categories of schools in the country.

Ministry of education should also have functional curriculum support officers in charge of private and APBET schools; all children have a basic right to quality education.

Parents should be empowered on the importance of their engagement in their children's education regardless their busy schedules

Readership competitions and reading exhibition activities should be supported and scaled up in clusters and inter-clusters. This would further boost teachers' and pupils interest in reading if in any case there would be Tusome extension as envisioned.

Good leadership and management are key to the success of school based programs like Tusome. The school managements should put in place a proper mechanism of hiring qualified head teachers and enough teachers to handle the Tusome subjects. The strengths and effectiveness of Tusome Program is dependent on the quality and commitment of the leadership at the school levels.

There is need to also intensify in: - in-school or in-house teacher professional development through continuous trainings as was being done by the ICs in the clusters to address issues of teacher attrition and replacement. There is need to also enhance sustainability of Tusome APBET by devising/ drawing proper training plan that will be adopted by the school in absence of the coaches that will address termly capacity building for APBET School proprietors and/or Directors on MoE Policy and CBC alike. This will work positively to minimize the never ending observation by teachers that training content is too large for the allocated training days. One teacher once commented during a training thus;- *"I love Tusome for what it is doing to our schools but the number of days set aside for training are -too few."*- Teacher James-Morning Star- Jomvu Cluster- Mombasa APBET.

With the extension, if possible, the instructional Coaches will find an opportunity to work closely with CSOs for program sustainability under the principle of doing it differently- 2019 going forward. This will provide a platform for the instructional Coaches to effectively manage Tusome Transition whichever way it will go, thus Instructional Coaches preparing functional handing over reports.

2.3 Lessons Learnt

Through well targeted, designed and properly implemented pupils centered classroom interventions it is possible to discover and enhance learners reading skills and when such skills are put into use by learners, they are able to perform well in academics. Tusome program has facilitated this in all the clusters in the 5 regions.

Preparation and teaching learning processes become easy and motivating if one has books like the ones provided under Tusome. Teachers don't have pressure to prepare lessons and thus use child-centered approaches in teaching. The interactions between teachers and pupils creates friendship and conducive learning environment therefore enhancing pupils' achievement.

2.4 Best Practices

Invention is the best approach in all aspects. This was displayed during Tusome implementation in most clusters. With the creativity/ inventions/ innovations, coaches were able to score their work excellence. Below are some of the approaches that were used by the ICs to execute proper support to the schools:-

Assigning leadership to head teachers: Most clusters had working teams of head teachers led by a chairperson, secretary and treasurer. These teams would ensure attendance during training workshops and reflection meetings. The leadership would also communicate and organise training of teachers who joined schools in TUSOME program in the course of the term. The teams also developed a social networking forum via (whats App) groups where information would be shared.

Identifying star teachers to support other colleagues: Star teachers in Tusome lesson delivery, Tusome methodology and Tusome contents, were used to support other teachers who had not yet acquired the basic knowledge in Tusome. This facilitated faster acquisition of TUSOME content and methodology, thus proper implementation.

Conclusion

Tusome approach is ideal for promoting Early Grade Literacy in APBET schools. It is a unique strategy and a good example targeting the improvement of quality education in Kenya.

Tusome remains the most successful educational programs embraced and applauded by teachers, administrators, Instructional coaches, curriculum support officers and parents due to its continued transformation in children’s literacy and good foundation in their learning. The resources, Knowledge and skills from consistent training, close and consistent support for teachers in classes.

Inspiration from the results, Tusome has greatly impacted on the education of our country and continues to produce good results. Despite various components of literacy in the country being a great challenge to a good percentage of Kenya’s population, there is hope that the upcoming generation will not only be good but will compete and rank better globally. WERK Tusome staff exiting the program according to its design notwithstanding, it is with no doubt that Tusome methodology will continue being embraced as learners read with fluency and comprehend what they have read.

Annexes

Annex (a):- Sample-Statistical Attendance summary: - Instructional coaches training 2016

TERM II, 2016 AT ALL THE 4 CITIES:- AT A GLANCE						
CITY	INSTRUCTIONAL COACHES TRAINED- APRIL 2016			CITY	Male	female
	Total Expected	Total Attended	As %age			
NAIROBI	45	45	100	NAIROBI	23	22
MOMBASA	8	8	100	MOMBASA	5	3
KISUMU	7	7	100	KISUMU	5	2
NAKURU	5	5	100	NAKURU	2	3
TOTALS	65	65	100	TOTALS	35	30

Annex (b):- Sample - Term I 2019 Teacher training Statistical Attendance

City		Expected participants	Actual participants	Actual as %age of expected	
Nairobi-	East	2082	1305	63%	
	West	1958	1128	58%	
Nakuru		353	249	68%	
Eldoret		302	200	66%	
Mombasa		640	374	58%	
Kisumu		707	559	79%	
TOTALS		6042	3809	63%	

Annex (c) :- APBET Instructional coaches by city

Region	Actual		
	Male	Female	Total
Nairobi	27	25	53
Nakuru	2	3	5
Kisumu	4	6	10
Eldoret	2	3	5
Mombasa	8	2	10
TOTAL	43	38	83

Annex (d):- Statistical data; - APBET Cities

March 2019

City	Total Clusters	Learners per city	Teachers implementing	Schools implementing
NAIROBI	53	94,060	3,400	991
MOMBASA	10	12,837	513	167
KISUMU	10	14,086	553	172

NAKURU	5	6,585	260	84
ELDORET	5	5,635	233	70
TOTALS	83	133,203	4,959	1,484

Notes:

- 1) A total of 1500 schools were known to be implementing Tusome at the 5 APBET Cities.
- 2) By end of term 1, 2019(month of March), 1,484 schools continued to implement the program.
- 3) A total of 16(1%) schools had dropped out or closed business by March 2019.

Hence: A 99% retention of the schools implementing was realized by close of March 2019.

Annex (I):- Success stories- APBET

The continuous support Tusome support never ended yielding success stories as was noted through the implementation in APBET. This gave best Tusome success stories ever heard that communicated successful support and implementation.

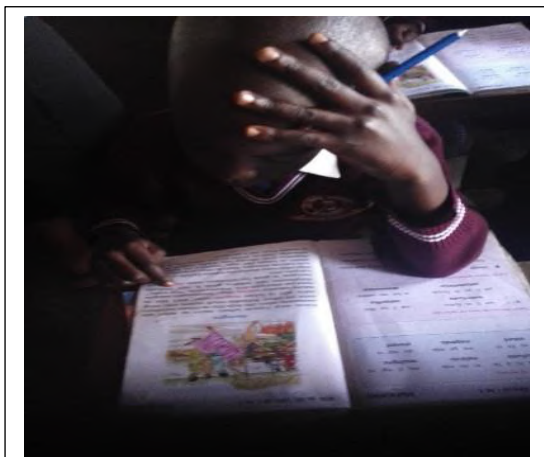


Photo: Nakuru APBET:- Deng Magai- A learner reading a story to her teacher.

Below are sampled stories shared from the APBET cities:-

NAKURU REGION

Deng Magai Report, A case of Nakuru APBET

Deng Magai joined grade I in 2017. He could neither read nor write except having a brief knowledge in Math (rote counting). With continuous support by the teacher using Tusome approach and coaching, it gave a light in the beginning of learning how to read.

He started by pronouncing sounds, then coping words from the board correctly though he couldn't comprehend much like the rest of the learners in class. This was a noticeable milestone. The teacher noticing that, started application of alphabetic principle strategy, namely: - Letter sound knowledge and word blending.

Slowly and miraculously, Deng' began associating the letters with respective sounds, then reading.

This was the beginning of his reading journey.

When the term began in 2018, Deng transitioned to grade 2 and was now able to read four to five letter words and syllables in Kiswahili though at a slow pace.

It was in the month of February that, one Deng felt the urge to showcase his reading prowess to his teacher. Deng approached the teacher with a Kiswahili Tusome text book.

"Teacher, can I read a story to you?" Asked jovial Deng. The teacher was amazed at his courage and hurriedly agreed to the request.

This was during break time. Deng Magai read the whole story word for word with correct articulation though at slow pace. This motivated the teacher.

Her daily intervention was to give Magai a Tusome supplementary reader every day to build his skills in reading. Deng has developed a reading culture which is an example to other learners.

“I am glad to say that Tusome program has helped the learners in my class like Magai to gain interest in reading. I appreciate Tusome, thank you Tusome”, said the teacher.

ELDORET REGION

Langas cluster is among the five cluster implementing Tusome in APBET schools in Eldoret APBET. Since its inception, the program has had considerable impact in schools in Langas cluster and its community setting.

WHAT A STAR!!

At Fahamu academy in Langas cluster in Eldoret APBET city is a Sudanese girl; Elizabeth Nyayan. The girl joined the school in 2018. Due to her advanced age, she was admitted in grade two despite the fact that she could not read or write. The girl had come from Sudan, a war torn country where most children face difficulty accessing education. She stayed with her relatives in Pioneer Estates in Langas cluster. The first time Elizabeth was assessed she could not read a single word. She just looked at the assessment sheet, tears rolling down her cheeks.

With the help of teacher Joslin, the girl was slowly taken through the letter name and sounds recognition followed by blending. As a coach I intervened by supporting the teacher on sounds which she also had a challenge with and encouraged her not to give up on the girl. Towards the end of term one, Elizabeth had been able to recognize letters and names but lacked confidence. Her self-esteem was still low necessitating her teacher to work more closely with the girl. Extra effort on encouraging her was made by the teacher. Success was starting to be seen.

As schools opened for start of term two(2018), sometime mid term; the long awaited ‘miracle’ happened. Elizabeth had improved tremendously and was able to read somewhat well, though the fluency had not picked up. The girl showed a lot of interest in wanting to read to her teacher. Her confidence in reading was obvious. Her relatives and the teachers who knew her limitation were very happy on this improvement. The school administration was as well very happy for Elizabeth Nyayan. *“Elizabeth you are a star!!! We applaud Tusome for reaching out to children who have lost hope*

and teachers who don't know what to do and have been supported by the program to reach out to the learner's potential". said her teacher.

Pullout quote

Elizabeth Nyayan is a living example that the program intervention can lead to great benefits of nonreaders in the cluster.

NAIROBI REGION

I. The Influence of Tusome Instructional Methodology

The success story is narrated by the standard two children from **Evaton School- Njiru cluster- Nairobi East region**. The school has had the privilege of being among the initial PRIMR schools that were in the pilot project that gave forth to the current Tusome early literacy program. In relation to this, the school has also had its teachers trained and mentored in the use of direct instructional methodology in teaching literacy lessons. The head teacher Mrs. Rachael Mwaniki confirms that it is because of the foundations in literacy brought along by the Tusome team that has placed the school among the best performing schools in the early grade level classes. *"They have enjoyed the use of PRIMR and now the Tusome instructional materials thus enabling them to excel.* She wished that the program could have been there long time ago as it could have helped to solve the fact that some pupils in the upper primary classes who never went through the literacy program are still struggling to read and comprehend simple early-grade literacy tasks. *"How successful will it be seeing all the children at the end of their grade being able to read and exceed their reading benchmark? The good performance noted in other subjects among the current standard one and two pupils is as a result of good reading skills developed during Tusome pedagogical activities",* added Mrs. Rachael Mwaniki who has been a head teacher since the time of PRIMR.

According to teacher Sharon Chore (the standard 2 teacher at Evaton School) Tusome has enabled her to become a competent teacher especially in literacy lessons. *"At the beginning I didn't know how to effectively assist children learn how to read and write however I have mastered the teaching skills and knowledge necessary to have the learners not only read and write but understand what they read,"* said teacher Sharon Chore. She cited, *"My children are able to read fluently due to their consistency in the use of Tusome instructional materials."*

NAKURU REGION

Nakuru APBET: - FREE AREA CLUSTER

(NB: Learner's real name – Moses Kiwape)

James Mayan (not his name) a twenty six years old man went to St. Samuel Faith to seek employment as a watchman. During his stay within the school, he got interested in going back to class. This was ignited by how he heard grade three learners reading stories from their pupil's book.

James approached the grade 3 teacher, (Madam Ivy- real name-) to assist him know how to read and write. When he joined grade 3 class, he could recognize letter names but not their sounds. James could not read a single word in English or Kiswahili. The teacher helped him to identify letters and their sounds. James was taken through blending of two and three letter words and creating words using letter cards.

Through the use of Tusome methodology, James has acquired good enough reading skills. He can now read two and three letter words in English and in Kiswahili, words that have two, three and four syllables. Thanks to Tusome as James is now reading simple short story books to his delight and to everyone who knows his story.