

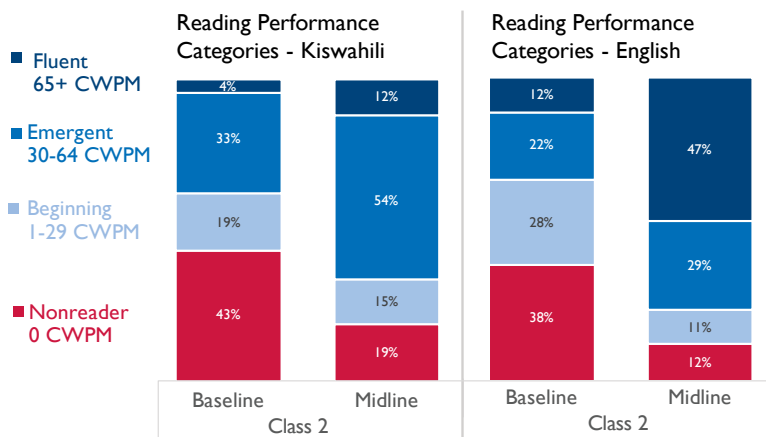


# TUSOME AT A GLANCE

The **Tusome (Let's read) Early Grade Reading Activity's** approach and design were informed by the findings of the Kenya Primary Math and Reading (PRIMR) Initiative pilot program. PRIMR introduced state-of-the-art teaching methods; use of information and communication technology (ICT); and high-quality, research-based teaching and learning materials for literacy instruction in Kiswahili and English. In late 2014, shortly after the PRIMR pilot was completed, the Ministry of Education (MoE) transitioned to Tusome and began implementing it in 22,000 public primary schools across Kenya's 47 counties and 1,500 Alternative Provision of Basic Education and Training (APBET) schools in major urban centers.

Tusome's overall objective is to improve literacy outcomes in Kiswahili and English for pupils in Class 1, Class 2, and (as of 2017) Class 3 by the end of 2019. The program utilizes various approaches to improve literacy outcomes. First, Tusome provides high-quality instructional materials; **each Kenyan child in Classes 1 and 2 has their own textbook** in each language. Next, the Activity equips MoE staff with the training, tools, and financial resources to coach teachers on effective literacy instruction. Thus, **Tusome provides one-on-one coaching to more than 60,000 Class 1–3 teachers in Kenya**. Finally, the Activity collaborates with relevant stakeholders at the national and county levels to ensure that teachers, head teachers, and Curriculum Support Officers (CSOs) **are trained in the new teaching methodology**.

By 2019, Tusome is set to benefit approximately **6 million children in public schools** and **100,000 children in APBET institutions**, as well as over **76,000 teachers in public schools**, and **2,500 teachers in APBET institutions**.



CWPM = Correct words per minute

Tusome's methodologies have helped children acquire literacy skills within a very short time in comparison to traditional teaching methods. An evaluation conducted recently showed that from 2015 to 2016, the percentage of nonreaders in English Class 2 dropped from 38% to 12%, and the proportion of pupils reading fluently increased from 12% to 47%. Over the same period, the percentage of Kiswahili nonreaders in Class 2 declined from 43% to 19% while the percentage of fluent readers increased from 4% to 12%. The charts at left show the percentage of pupils in each reading performance category—fluent, emergent, beginning, and nonreader—at the 2015 baseline and the 2016 midline.

# What is Tusome implementing in Kenya?

## 1 Termly In-Service Training

- Tusome uses a three-tiered cascade training model. In the first tier, Tusome equips trainers from the Ministry of Education, Teacher Training Colleges, and other Semi-Autonomous Government Agencies. In the second tier, those experts deliver concurrent trainings to CSOs and Instructional Coaches (ICs) across the country. In the final tier, the CSOs and ICs train their head teachers and teachers. In January 2017, Tusome provided in-service training for over **99,726** Class 1–3 teachers and head teachers in **1,193** training centers across the country.

## 2 Using Technology to Improve Instructional Coaching

- CSOs and ICs use 7-inch Android tablets loaded with RTI's open-source *Tangerine:Tutor* software to identify teachers' areas of strength and potential growth, deliver targeted feedback, track teachers' progress over time, and assess pupil reading performance. The resulting data are aggregated and displayed via an online dashboard updated in real time.

## 3 Distribution of Appropriate Learning Materials





- Tusome has increased the availability of well-designed, research-based teaching and learning materials (including pupil books, teachers' guides, leveled readers, and homework books) in public primary schools and 1,500 APBET institutions. Between 2015 and January 2017, Tusome distributed over 19 million instructional materials.

During January 2017, Tusome distributed over **5.2 million** homework books and **480,000** supplementary readers to Class 1 and 2 pupils in all **47 counties**. To date, the program has produced, printed, and distributed over **19 million** books across Kenya.

## 4 ICT Tools and Applications

- Tusome deploys a variety of ICT tools to improve the delivery of basic education. **All 2,020 tablets issued to MOE staff, ICs, and other users** include teaching-oriented software applications such as *Tangerine:Tutor* and *Papaya* (which models and blends letter and syllable sounds), video libraries of expert lesson delivery, and digitized versions of teaching and learning materials. Other users have received training on the Worldreader Mobile electronic library application.
- Tusome also leverages ICT to enhance its operational effectiveness, including an SMS gateway for communicating with teachers, an **SMS-based training and workshop registration system** (*Gooseberry*), and an electronic payment verification platform (*Strawberry*) linked to Kenya's M-PESA mobile money ecosystem.

Training figures for Term 1, 2017

	Class 1 and 2 Term 1		Class 3 Term 1	
				
Class 1, 2 & 3 Teachers <i>These figures include APBET teachers</i>	51,663		25,882	
	12,648	39,015	6,956	18,926
Head Teachers	22,181			
	17,667		4,504	
CSOs	1,074		ICs	63

## 5 Partnerships

- Tusome has built the capacity of local nonstate agencies and civil society organizations, such as Women Educational Researchers of Kenya (WERK) and Concern Worldwide.
- Tusome has formed partnerships with private sector companies such as sQuid, Media-E, Nation Media Group, and BRCK Educational Ltd. to develop and distribute relevant learning materials at county and/or national levels.
- Tusome has partnered with international organizations such as Worldreader, which has provided a total of **650 e-reader devices** loaded with **210 e-books** each.

## 6 Special-Needs Education (SNE)

- Tusome has extended its intervention to target learners with impaired hearing and/or vision.
- Tusome has distributed pupil books and teachers' guides that were modified to be more accessible to and effective for hearing or visually impaired learners.
- In 2017, Tusome incorporated the Educational Assessment and Resource Centre (EARC) officers—who provide placement and assessment services to schools for children with disabilities—into an SNE-focused training targeting teachers who work with children with visual and hearing impairments.

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