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TUSOME CASE STUDY: FINAL REPORT



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TABLE OF CONTENTS

EXECUTIVE SUMMARY 5

SECTION 1: INTRODUCTION AND BACKGROUND 11

SECTION 2: METHODOLOGY 13

SECTION 3: CASE STUDY FINDINGS 20

Question 1: How did Tusome scale nationwide, while still maintaining the program's high quality? 20

a) History of the PRIMR scale-up 20

b) Contextual factors/conditions 21

c) Process, conditions, and successes of scaling the mid-sized pilot nationwide 23

d) Course corrections: benefits 30

e) Course corrections: costs 31

Question 2: How did Tusome generate sufficient commitment to scale up nationwide while still maintaining the program's high quality? 32

a) Process and successes of obtaining commitment from Tusome's stakeholders 32

b) Sustainability and self-reliance: MoE's efforts and commitment to institutionalizing Tusome 40

Question 3: How did Tusome build the right capacity to scale up nationwide while still maintaining the program's quality? 43

a) Successes of Tusome's capacity strengthening approach 43

b) Successes in developing training materials and addressing gender biases 46

CONCLUSIONS 47

LESSONS LEARNED 49

REFERENCES 55

ANNEXES 56

Annex A: Case Study Data Collection Tools: Interview Guides + Observation Checklist 56

School and Classroom Observation 62

Part 1: General Demographic Information on School Composition 62

Part 2: General Information on Classroom and Learner Composition 62

Part 3: Tusome Classroom Consistency Observation 63

Part 4: Classroom Culture and Pedagogical Observation 63

Annex B: Map of Case Study Sites: Mombasa, Isiolo, Kakamega & Elgeyo Marakwet 90

Acronyms

AHADI	Agile Harmonized Assistance for Devolved Institutions
APBET	Alternative Provision of Basic Education and Training
ASAL	Arid and Semi-Arid Lands
CBC	Competency-Based Curriculum
CDE	County Director of Education
CSO	Curriculum Support Officer
DFID	Department for International Development
ICT	Information and Communications Technology
KICD	Kenya Institute for Curriculum Development
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examinations Council
KNUT	Kenya National Union of Teachers
LASER	Long-Term Assistance for Services and Research
MoE	Ministry of Education
NESSP	National Education Sector Strategic Plan
NGO	Non-Governmental Organization
PULSE	Partners for University–Led Solutions Engine
PRIEDE	Kenya Primary Education Development Project
PRIMR	Primary Math and Reading
PTTC	Primary Teacher Training Colleges
RCT	Randomized Controlled Trial
SAGA	Semi-Autonomous Government Agencies
SNE	Special Needs Education
TAC	Teacher Advisory Center
TSC	Teachers Service Commission
UoN	University of Nairobi
USAID	U.S. Agency for International Development
WERK	Women Educational Researchers of Kenya

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EXECUTIVE SUMMARY

A. Tusome Background

Ten years ago, Kenya faced a serious education challenge that threatened to hinder the country's ambitious development goals and the full potential of its future workforce. Standardized tests showed that fewer than 10% of primary school-age children who had reached Grade 2 were reading at the national grade-level benchmarks in Kenya's official languages of English and Kiswahili.

The Kenyan government recognized a pressing need for a cost-effective, high-impact and scalable approach to improve students' foundational literacy and numeracy skills. In 2011, it partnered with the U.S. Agency for International Development (USAID) and the Department for International Development in the development of the PRIMR initiative that was implemented by RTI. The PRIMR initiative sought to improve literacy and mathematics outcomes for Grade 1 and 2 students in 1,384 primary schools in Kenya. The impacts of the PRIMR initiative were overwhelmingly positive. When it concluded in 2014, students in PRIMR-supported schools were nearly three times more likely to read at the national benchmark than students in non-PRIMR supported schools.

To ensure all students in Kenya could benefit from the initiative, the government decided to scale the literacy component of the PRIMR initiative to a five-year, nationwide effort under a new name: Tusome. Tusome, which means "let's read" in Kiswahili, is unique to other previous early-grade reading programs in two significant ways: (1) its strong evidence-based approach and (2) its ability to be implemented cost-effectively at a national scale.

B. Case Study Background and Methodology

Nearly five years after the program's launch, researchers from the University of Nairobi (UoN), ResilientAfrica Network at Makerere University, and Catholic Relief Services, with support from LASER PULSE at Purdue University, conducted a one-year study to document the key elements of Tusome's success and lessons learned. The case study focused on the following research questions:

1) How did Tusome scale nationwide while still maintaining the program's high quality?
2) How did Tusome generate sufficient commitment to scale up nationwide while still maintaining the program's high quality?
3) How did Tusome build the right capacity to scale up nationwide while still maintaining the program's quality?

The case study utilized a qualitative research approach and was conducted in four Kenyan counties (Mombasa, Isiolo, Kakamega, and Elgeyo Marakwet – see Annex 2), covering a total of 20 schools. Researchers used focus group discussions with parents and learners, and on-site observations to study Tusome's successful implementation in the school setting. They also assessed how the program enhanced learning outcomes, generated sufficient commitment, and built the right capacity at scale through key informant interviews with USAID/Kenya and East Africa (KEA), RTI, county education officers, head teachers, curriculum support officers (CSOs) and a wide range of national government representatives from the Ministry of Education (MoE) and key Semi-Autonomous Government Agencies (SAGAs) in the education sector. Interview data was transcribed and an iterative open coding process was used to identify common themes and provide an in-depth understanding of stakeholder experiences and perceptions.

A few limitations were identified in the research process. Because of the qualitative nature of the case study, including the purposive approach to sampling, the study findings are not generalizable to the wider population. It is also likely that cognitive biases affected participant responses. For example, some of them may have offered perceptions about the program that may be considered socially desirable. Finally, while the case study examined four counties, it was not designed to assess differences in performance across counties, but rather focused on cross-cutting successes and lessons learned.

C. Case Study Findings

The successful transition of Tusome's management and implementation by the government is attributed to (1) employing a gradual release to system-level ownership, (2) strategically planning for regional inequities and vulnerable populations, (3) institutionalizing the core program elements within existing systems, (4) engaging key stakeholders, and (5) capacity strengthening across the system.

Gradual release to system-level ownership

Transitioning the NGO-led program to the Government of Kenyan (GoK) involved a phased approach, with incremental benchmarks, jointly designed by RTI and the MoE. Initial funding was fully covered by USAID, after which program costs were met by the GoK. To date, the GoK has taken over the financing of printing and distributing Grade 1 books. The program's final stage will be fully

funded by the government, specifically: infusing Tusome into the government's basic education curriculum, providing professional development and instructional support to teachers, developing instructional materials and providing the resources needed to integrate and institutionalize Tusome pedagogical principles.

Strategic planning for regional inequities and vulnerable populations

The government worked with RTI to engage local CSOs and instructional coaches to provide teachers with continuous professional development and coaching in their own schools and communities. As a national program, Tusome reached 7.6 million learners across all 47 counties in Kenya, covering 23,000 public school and 1,500 Alternative Provision of Basic Education and Training (APBET) institutions. APBET schools specifically target learners in informal settlements and other marginalized or hard-to-reach areas. Tusome also reached learners in the Arid and Semi-Arid Lands (ASAL) regions of northern Kenya, that are traditionally marginalized and affected by poor literacy outcomes.

In addition, the program incorporated Special Needs Education (SNE) training for teachers in the program and adapted learning materials to meet the needs of learners and teachers with visual and hearing impairments. The program also incorporated gender-sensitive pedagogy to address gender stereotypes in its instructional content.

Institutionalizing core program elements within existing systems

The Tusome program was made a national priority within the MoE, with governance and oversight by the Minister of Education. This ensured common understanding from the highest level of the education system. The coaching support provided by RTI-recruited tutors was filled under Tusome by Ministry CSOs who worked at the county-level. This change institutionalized a key PRIMR intervention of coaching within the existing human resources of the GoK's education system.

Additionally, the MoE hired more staff to handle administrative duties, freeing up CSOs to spend more time coaching and supporting teachers. Finally, Primary Teachers Training Colleges incorporated the Tusome pedagogy in their pre-service teachers' program to ensure the new cadre of primary school education professionals were familiar with the Tusome approach.

Engaging key stakeholders

Continuous engagement of education stakeholders at the national, county, and community levels was a core element of Tusome's success. Each actor in the education system had a clear expectation of what students should learn, as well as an understanding of their role in the process.

Tusome involved key agencies to work on the scale-up with the MoE—including the Kenya Institute of Curriculum Development (KICD), Kenya National Examinations Council (KNEC), Kenya National Union of Teachers (KNUT), the Kenya Institute for Special Education (KISE), and the Teachers Service Commission (TSC). Additionally, focal persons within each of the 47 counties in the country were engaged to support implementation at the county level.

In addition to working with the MoE and education agencies, Tusome also fostered community engagement outside the formal education structures. The program established a Youth Fund to empower existing youth groups to promote literacy activities within their communities. Over 20 youth groups were awarded financial grants to sensitize parents and other community-level stakeholders in their counties on the program and how they could participate more actively in their children's learning.

Capacity strengthening across the system

Across the education system, national student benchmarks for reading in both Kiswahili and English were communicated. Clarity on the expected student learning benchmarks and continuous coaching and training strengthened teachers' and head teachers' pedagogical capacity.

Tusome supported the GoK's ability to use Information and Communications Technology (ICT) to make evidence-based decisions. With real-time data on student performance and teacher monitoring, the Ministry of Education was able to make evidence-based programmatic changes and helped ensure the pedagogical and instructional elements of the program met quality standards.

Additionally, the government facilitated a culture of accountability through emphasizing the use of a scripted teacher's guide to deliver high-quality, evidence-based lessons in English and Kiswahili, as well as data-driven coaching and supervision of teachers. The CSOs were equipped with computer tablets with an open-source software called Tangerine®. The software helped CSOs to

coach teachers more strategically. This important tool strengthened the capacity of county-level education officers to track the performance of learners in the county, while also keeping teachers and CSOs accountable.

The program also developed the capacity of Kenyan education bodies to improve, supply and distribute new literacy materials. The Kenya Institute of Curriculum Development and the Kenyan Publishers Association developed new leveled reader frameworks, and the Kenya National Examinations Council developed new reading benchmarks and national early-grade reading assessments.

D. Conclusion and Lessons Learned

The Tusome early-grade reading program has been successfully implemented and is on course to become a self-reliant, government-owned education program. Its pedagogical approach, instructional materials, and data-driven instructional coaching made a significant impact on student learning and educational equity. Its ability to develop a process for a gradual release to system-level ownership, strategically plan for regional inequities and vulnerable populations, and institutionalize core program elements within the existing systems, all contributed to the program's sustained impact on student learning outcomes. Its continuous engagement of education stakeholders at the local, county, and national levels helped generate sufficient commitment to ensure the program implementation at scale. Finally, communicating national benchmarks of learning outcomes and the use of information and communications technology (ICT) to track student performance and make evidence-based programmatic changes not only supported the fidelity of the program's implementation but also built the right capacity to support government ownership.

The Tusome program provided some key lessons to consider when scaling an education program: Scale

- Assess for any contextual issues contributing to attrition of key education personnel to identify mitigation measures early.
- Integrate Special Needs Education and adapt materials for learners with disabilities early in the program.
- Engage local publishing stakeholders early to determine areas of mutual collaboration.

Commitment

- Identify key actors in the education sector and engage them throughout the course of program implementation.
- Promote the development of joint annual work plans with all education stakeholders.
- Encourage quarterly or semi-annual reviews to track progress and institutionalize results with stakeholders.

Capacity

- Engage gender specialists early in the process to assess and mainstream gender considerations into future literacy programs.
- Integrate teacher training with instructional material inventorying to ensure adequate teaching and learning materials are available throughout the year.

SECTION 1: INTRODUCTION AND BACKGROUND

Early grade reading is a fundamental skill that is linked to future academic success and life outcomes. However, early grade reading scores in many low- and middle-income contexts are significantly lower than scores in high-income countries. Research on early grade reading demonstrates that children who do not learn to read in the first few grades of school have higher likelihoods of repetition or drop-out compared to their peers. Moreover, the learning gap between students who can read fluently and with comprehension increases over time compared to their peers who cannot read fluently and with comprehension.

KENYA EDUCATION CONTEXT

Kenya has had a number of historical reforms in the education sector. The most recent reform, Free Primary Education, was enacted in 2003 and drastically increased pupil enrollment, with near gender parity. However, the quality of education provided in many public primary schools began to decline. The core skills of literacy and numeracy degenerated mostly due to increased enrollment numbers that were not accompanied by an increase in supportive services and resources. The lack of supportive services and resources was especially felt after the 2007/8 election violence, as most of the infrastructure was destroyed and funding allocation to the education sector reduced. With donor support in subsequent years, the MoE started to improve school infrastructure, including providing electricity in schools and building of computer rooms.

CASE STUDY OBJECTIVES/PURPOSE, SCOPE AND AUDIENCE

The purpose of this case study is to provide a detailed account of Kenya's Tusome ("let's read" in Kiswahili) early grade reading program from 2014 to 2019 and the context within which it was implemented. This case study is intended to outline the essential steps and factors that enabled the Kenya MoE to scale and sustain the early grade reading program and to identify how challenges were addressed. This will ultimately help USAID to be better able to design and implement successful programs in other countries. The information will also help USAID to better understand the main Agency objective to "support its local partners to become self-reliant and capable of leading their own development journeys.[1]"

[1] USAID defines self-reliance as a country's ability to plan, finance, and implement solutions to solve its own development challenges.

This study was commissioned by USAID's Bureau for Africa, Office of Sustainable Development (USAID/AFR/SD) through a buy-in into the Higher Education Solutions Network's (HESN 2.0) Long-Term Assistance for Services and Research (LASER) mechanism.[2] The primary target audience for this case study is USAID, development practitioners, and policymakers. Other audiences are the GoK through MoE and Semi-Autonomous Government Agency (SAGAs).

OVERVIEW OF THE TUSOME PROGRAM AND HOW IT EMERGED FROM PRIMR

The Tusome program was designed to achieve large improvements in literacy levels for approximately seven million Kenyan children in Grades 1–3 in more than 23,000 public schools and 1,500 Alternative Provision of Basic Education and Training (APBET[3]) institutions between 2014 and 2019.

In 2011, Kenya began implementing the Primary Math and Reading (PRIMR) project, the precursor to the five-year Tusome intervention (2014-19). PRIMR focused on improving numeracy and reading outcomes in grades one and two. PRIMR encompassed two separate, but interrelated research programs with funding from USAID and the Department for International Development (DFID) organized into a set of randomized controlled trials (RCTs) with various intervention groups to determine, and bring to scale, the most cost-effective interventions to improve literacy and numeracy (Piper et al., 2018b). The three-year PRIMR program covered 547 formal public schools and low-cost private schools across Kenya. The low-cost private schools were in informal settlements in the urban centers of Nairobi, Thika, and Nakuru; they are part of schools now referred to as APBET schools.

Owing to its overwhelming success, the literacy component was scaled up under a new name, Tusome.[4] The numeracy component was scaled up under the Kenya Primary Education

[2] LASER Partners for University-Led Solutions Engine (PULSE) Program is implemented by a consortium of Higher Education Institutions led by Purdue University, with Makerere University as a consortium partner. University of Nairobi conducted the actual case study implementation with support from LASER PULSE.
[3] APBET – Alternative Provision of Basic Education and Training. These are schools found in informal settlements or slums of major cities and were previously known as non-formal schools. APBET schools are set up and managed by private proprietors.
[4] Tusome program took its name from the Kiswahili word for "let's read." The name was not only homegrown, but also a unique collective term with nuances of inclusivity – let us read – the clarion call inherent in the word essentially invites all stakeholders to take an active role in the all-important act of reading and to

Development (PRIEDE) project with funding from the Global Partnership for Education. Therefore, this report provides an analysis of the scale up of the Tusome Early Grade Reading program in Kenya from 2014-19, the challenges it faced, and factors that enabled the MoE to scale and sustain the program.

Tusome is set apart by two major aspects: a) its strong evidence-based approach drawn from the highly successful PRIMR initiative, and b) its ability to be implemented at the national scale in a cost-effective way (Piper et al., 2016a). Tusome focuses on five key interventions that were developed and proven under PRIMR to improve pupils' learning outcomes, namely (USAID, 2017a):

1) Enhancing teachers' capacity to effectively deliver classroom instructions,
2) Improving schools' access and use of appropriate core- and supplemental reading instructional materials and resources,
3) Enhancing instructional support and supervision,
4) Integrating the use of information and communications technology (ICT) and data through Curriculum Support Officers' (CSOs) tablets, nationally, and
5) Enhancing collaboration with other literacy actors locally and internationally.

SECTION 2: METHODOLOGY

CASE STUDY DESIGN AND RATIONALE

A case study research design was used. The process started with a review of key documents, including program reports, performance monitoring data, and other written sources. A separate desk review report is available.[5] This was followed by site visits to selected counties and schools to collect primary data through interviews with key informants, focus group discussions, and direct and participant observations.

STUDY QUESTIONS

The case study focused on the following research questions:

1. How did Tusome scale nationwide while still maintaining the program's high quality?

ensure early grade learners are learning to read and latching onto reading within a few days of starting school. The name endeared the program to many Kenyans.

[5] https://drive.google.com/file/d/0B7ZA8FKygy2jMGstQ1FVQXlIaWJuaVNNVTMxT3dGRmxYY0Rj/view

a. What are the essential features of the early grade reading intervention that were taken to scale nationally? How was it done and how long did it take?
b. Were there specific conditions that allowed USAID and the MoE to feel comfortable moving from one stage of implementation to the next (e.g. from the medium-sized pilot, PRIMR to the nationwide early grade reading program, Tusome)?
c. What critical course corrections were made by the Tusome program?
d. What contextual factors/conditions affected Tusome's ability to maintain program quality at scale?

2. How did Tusome generate sufficient commitment to scale up nationwide, while still maintaining the program's high quality?
    a. Who were Tusome's key stakeholders, and how did the program obtain the commitment necessary at the national, county, community, and school levels to make Tusome a success?
    b. Describe the efforts that the Kenyan MoE made to sustain and institutionalize Tusome. Was there sufficient commitment and buy-in on the part of the MoE to commit the necessary funding to ensure sustainability and institutionalization?
3. How did Tusome build the right capacity to scale up nationwide while still maintaining the program's quality?
    a. How did the project approach capacity strengthen?
    b. What capacity gaps (at the national, county, and school levels) were addressed by the project?
    c. Did the development of training materials and the provision of training consider treatment of and potential biases (by administrators, teachers, parents, etc.) that might impact girls' and boys' learning differentially?

CASE STUDY RESEARCH PLANNING

Program description and scoping visit to USAID/Kenya and East Africa

On December 4, 2018, a team of four researchers from the University of Nairobi (UoN) and one staff member from Makerere University/ResilientAfrica Network held an introductory meeting with the USAID Kenya and East Africa (USAID/KEA) team at the US Embassy in Nairobi. Prior to, and following this kick-off meeting, the case study research team held a number of conference call meetings with USAID Washington and USAID/KEA. These planning meetings provided guidance to

the case study research team and validated the research decisions. Further, the meetings involved co-creation of the program description document including the case study research approach, study areas (e.g. counties, schools), generation of a list of key informants, and study tools. The meetings also provided an avenue to identify necessary logistics and other requirements.

Document review

Publications on early grade reading programs implemented in Kenya were identified and analyzed by a team of graduate students. The publications were sub-categorized as "Background documents," "Tier 1" (very relevant), and "Tier 2" (somewhat relevant). Some of these documents were evaluation reports for both PRIMR and Tusome programs, while others were peer-reviewed journal articles on both programs, and policy and strategy reports. We identified the documents through: 1) emails to USAID/KEA, USAID/Washington, and RTI, 2) a systematic database search conducted by Makerere University and UoN research teams, and 3) internet searches.

SAMPLING APPROACH

Study site selection

Four counties were purposively selected for the study: Mombasa, Isiolo, Kakamega, and Elgeyo Marakwet. The selection of these four counties was based on a combination of two factors: 1) Tusome uptake, based on CSOs school visits to provide in-service support and instructional leadership and 2) uptake based on the context, specifically Arid and Semi-Arid Lands (ASAL) versus non-ASAL counties. This information was gathered from the Tusome dashboard with the help of RTI. The study team collaboratively sought input and feedback from USAID, MoE, and RTI regarding the proposed county selection.

The site visit team comprised of senior researchers and graduate students from the University of Nairobi, two members of Makerere University School of Public Health-ResilientAfrica Network, one staff from Purdue University and Catholic Relief Services each, USAID/Kenya Education and Youth staff, and an Education Advisor from USAID's Bureau for Africa.

Site visits and primary data collection

A one-week visit to Tusome implementing schools and four County Local Government offices was conducted between June 10-14, 2019. The visit provided an opportunity to learn more about how

the Tusome program was implemented. Prior to conducting site visits to the selected schools, the research team held a five-day training of the enumerators and pilot of the study tools. The training was conducted by the UoN and Makerere University researchers with support from CRS and RTI International. The tools were pre-tested at two public schools located within Nairobi county.

Focus groups and key informant selection

Data was concurrently collected from the four counties: Mombasa, Isiolo, Kakamega, and Elgeyo Marakwet. Twenty schools were visited, five in each of the counties. These schools included mainly public primary schools, but also low-cost private schools and specialized schools for the hearing and visually impaired students. Sixty grade 1-3 lessons were observed in English and Kiswahili. Within the schools, focus group discussions were conducted with grade 1-3 learners, as well as parents who have children attending grades 1-3. Similarly, key informant interviews were conducted with head teachers, teachers, CSOs, County Education Officers, and community youth groups that support Tusome activities. At the national level and within Nairobi, information was collected from GoK officials, USAID/KEA Education and Youth staff, and RTI International. Table 1 provides a breakdown of the interviews by respondent category.

Table 1: Total Interviews by Category and County

Respondent Category	Elgeyo Marakwet	Isiolo	Mombasa	Kakamega	Nairobi
Teachers	6	5	5	5	0
Head Teachers	5	5	5	5	0
Parents	5	5	4	5	0
Learners	10	9	11	8	0
SAGAs	0	0	0	0	5
USAID	0	0	0	0	1
RTI	2	1	1	0	1
MoE	0	0	0	0	1
CSOs	4	3	3	5	0
County Directors of Education	0	2	1	1	0
Youth Groups	1	0	1	1	0
Total	**33**	**30**	**31**	**30**	**8**

DATA ANALYSIS

Data analysis was conducted mainly in three stages:

Pre-site visits: Between January and June 2019, the case study research team analyzed existing key documents on Kenya's early grade reading programs during the period from 2011 to 2018, as well as other related literature. One of the key programs reviewed was the PRIMR activity (2011-2013), which was a precursor to Tusome. These findings informed the study design, study sites, and study participants, as well as the research tools.

During site visits and the debrief in Nairobi: Each field team held debriefs at the end of each day of fieldwork to review the interview notes in relation to the three-core case study research questions. These daily insights informed the subsequent interviews and were also cumulatively compiled into a field report. The field reports from the four counties were shared during a debrief meeting held in Nairobi with the entire study team.

Data analysis workshop and analysis codebook development: The first step in the qualitative data analysis process was transcription of each interview recording. A team of three junior analysts was then identified to support the qualitative analysis process. A training workshop was conducted by the lead analyst, and covered the following:

- Introduction to the Tusome program
- Overview of case study methodology, objectives, and research questions
- Review of qualitative research and content analysis
- Review of the draft coding framework and analysis plan

During the workshop, junior analysts also practiced developing codes and conducting sample coding using case study data. Transcripts were then divided up among the team of three analysts. The team then conducted a preliminary open coding process to identify common themes and gather in-depth understanding of stakeholder experiences and perceptions. Through this process, the entire team developed a common understanding of the various perspectives that emerged among different stakeholders. The list of preliminary themes was shared with the wider research team for review and input. The codebook was finalized and a second iteration of coding was completed, whereby key pieces of evidence from the various interviews and documents were compared and triangulated to identify the main findings that responded to the research questions.

Data quality issues: An audit of 19 transcripts (approximately 20% of the sample) was conducted to identify data quality issues. Roughly half of these transcripts had quality issues. The key issues identified were as follows:

- The transcripts were diverse in quality and format (e.g. distinction between respondent and interviewer/moderator was not clear, some transcripts were highly summarized and some were incomplete).
- A standard template for transcription was not applied.
- Some interviews did not offer enough qualitative depth.

These quality issues were flagged with the transcription team, and efforts to mitigate were taken by UoN. A member of the UoN research team conducted a second review of transcripts against audio recordings and made editorial corrections where appropriate, and re-transcription was conducted for incomplete interviews. These measures corrected for transcription error, but did not address any issues around insufficient depth and probing.

STUDY LIMITATIONS

Purposive Sampling: The study employed purposive sampling of the respondents and counties, as well as the schools that were visited during field visits. As such, the findings from this case study are not generalizable to the entire population. However, the factors that enabled success and the challenges met during Tusome's nationwide scale up can be leveraged by development partners, practitioners, and other agencies to design and implement similar projects across similar contexts.

Cognitive Biases: Given the nationwide scale up of PRIMR, the case study could have suffered from some respondents' cognitive biases. The most common could have been: a) social desirability bias- the tendency of individuals to provide responses that they believe will be "socially desirable," b) selection bias- since the research team decided the number and type of individuals to participate in the interviews, and c) observer expectancy bias. However, these potential cognitive biases were mitigated through the triangulation of information sources, analyst triangulation where an independent qualitative analyst based in Nairobi who did not participate in the field data collection and a senior researcher at Makerere University independently analyzed the data.

County Uptake and Comparisons: One of the key elements of Tusome's programming was instructional support to teachers, which was provided by CSOs[6] who made regular visits to schools. Tusome used its ICT platform[7] to track the number of visits CSOs made to each school. For the purposes of the case study, RTI used the number of monthly CSO visits per county to define uptake: counties with a large number of CSO visits were identified as high uptake counties, while those with a low number of CSO visits were defined as low uptake counties. While the case study considered county uptake in the selection of study sites, it was not designed to assess differences in performance across counties. Instead, the case study was designed to qualitatively document successes, challenges, lessons learned, and best practices from the nationwide scale up of PRIMR, focusing on fidelity to Tusome principles. In addition, findings from the case study did not uncover any differences across the counties in terms of how Tusome lessons were delivered within the classroom, or explore any differences in the level of county commitment. In each of the schools visited in low and high uptake counties, as well as ASAL and non-ASAL counties, there was a high level of fidelity to Tusome principles: teachers delivered Tusome lessons using a similar quality of instruction, adhered to the lesson plans, and received formative feedback. In addition, the purposive approach used to select schools for the case study meant that schools had ample time to prepare ahead of the research team's visit, introducing a degree of bias and potentially masking any defective lessons.

For these reasons, this report does not feature any county comparisons as far as literacy outcomes, performance, or county commitment, but is limited to documenting how Tusome generated sufficient commitment, maintained its fidelity, and built the right capacity to scale.

[6] CSOs are hired by the Teachers Service Commission. They visit schools, observe teaching techniques, conduct demonstrative lessons and advise teachers on content coverage, appropriate teaching methods and techniques. They also offer other types of support to teachers including professional guidance and training.
[7] A detailed description of Tusome's ICT platform is provided in the subsequent findings section.

SECTION 3: CASE STUDY FINDINGS

Question 1: How did Tusome scale nationwide, while still maintaining the program's high quality?

Scale up of PRIMR's literacy component activity into Tusome was dependent upon many factors, some of which were outside the program's control. This section describes the history of the scale up, and the contextual factors and conditions that informed Tusome's implementation. This section also explains the course corrections made by implementers and the extent to which these corrections affected the program.

a) History of the PRIMR scale-up

In 2011, Kenya began implementing the PRIMR project, the precursor to the five-year Tusome intervention (2014-2019). PRIMR encompassed two separate but interrelated research programs with funding from USAID and the DFID, organized into a set of RCTs with various intervention groups to determine the most cost-effective means of improving early literacy and numeracy (Piper et al., 2018b). This three-year PRIMR program covered 547 formal public schools and low-cost private schools across Kenya. The low-cost private schools were located in informal settlements in urban centers of Nairobi. They from part of schools now referred to as APBET schools.

PRIMR focused on improving numeracy and reading outcomes in Grades 1 and 2. The program's scope was to apply innovative, evidence-based methods to increase students' fundamental skills in literacy and numeracy. PRIMR's mandate was also to test how the initiative could be scaled up at the national level by testing and monitoring several scenarios within the public education system to determine which activities would most efficiently and cost-effectively improve pupil learning outcomes. For instance, PRIMR included two local languages, Lubukusu and Kikamba, in addition to Kiswahili and English. It also tested an ICT-based intervention in Kisumu. The PRIMR model required that the actual training and classroom support be done by existing government officers and that research be undertaken to understand whether and how these officers would be able to accommodate PRIMR activities in their daily work, an important consideration that many pilot programs do not take into account (Gove et al., 2017).

For PRIMR to be scaled to Tusome, it needed to reach certain milestones set by the program's stakeholders, including proof that interventions developed and piloted through PRIMR were

successful. The endline assessment report indicated that the proportion of pupils reading at the benchmark was nine times larger in Grade 1 and twice as large in Grade 2. Despite some implementation challenges, PRIMR saw high levels of take-up by teachers and head teachers, an increased demand for PRIMR, that increased enrollment in PRIMR schools, and an ongoing enthusiasm for the program by county education offices and Teachers Service Commission (TSC) officers. Based on the achievement of these milestones, Tusome was birthed, so as to scale the PRIMR intervention to the national level.

b) Contextual factors/conditions

National, political, and economic factors

One of the contextual factors that affected implementation of Tusome in each county was the degree of commitment that the county leadership demonstrated. While Tusome sought to engage all 47 counties equally, some counties were more receptive, more resourced, and more committed to improving early grade literacy than others. County uptake informed Tusome's success across the country, and it is likely that counties with higher Tusome uptake registered better literacy outcomes than those with a lower uptake.

"The uptake cannot be equal everywhere, it depends on the individual, leadership, and the county level, but that's one of the strategies that we were using so right from the grassroots… so that this is not a Jogoo House (Ministry of Education) discussion." [USAID, Nairobi]

Education sector factors

Although the Tusome model was not designed to specifically address these challenges, two external factors shaped implementation of the program: the existing education infrastructure and human resource constraints. At the school level, teachers, head teachers, parents, and learners noted that classroom infrastructure was often inadequate, and storage facilities for safekeeping of Tusome books were limited. This was compounded by large enrollments and consequently, high teacher-to-student ratios, factors which limited teachers' ability to effectively instruct learners. Teachers also cited competing demands and responsibilities which compromised their ability to dedicate the requisite time to teaching and supporting learners.

"The teacher-pupil ratio…we're supposed to be 1:40…that's official…we have two streams and they are over 120… 120, 130, 150 [pupils]…that also kills teachers' morale, they can't deliver well." [Head Teacher, Kakamega]

Another issue affecting schools was teacher and CSO attrition, either due to promotion, transfer, or retirement. This led to teaching and supervision gaps at the school level, as these personnel were uniquely trained on Tusome approaches. The teacher transfers could be attributed to the Teacher Service Commission's concurrent policy directive on de-localization, where teachers were encouraged to take up jobs outside their home counties. Attrition of MoE staff for similar reasons also affected the uptake and continuity of the program particularly at the county level. The effects of inadequate institutional funding also posed challenges, as CSOs and teachers were not always sufficiently able to either carry out supervision or attend training activities, respectively.

The national scale up also occurred while major changes to the national curriculum for basic education were being implemented, in anticipation of the new Competency Based Curriculum (CBC) launched in 2019. This was a key piece of the educational context, which had implications for a number of stakeholders. Youth and CSO interview findings indicated that teachers found these changes overwhelming, particularly because they were being trained and supervised on four programs simultaneously: Tusome (literacy), PRIEDE (numeracy), the Digital Learning Program[8] which focused on integrating ICT into primary education, and the CBC. Similar sentiments were shared regarding CSO capacity, recognizing that CSOs are tasked with supervising all four programs often times across vast zonal areas, and in some cases, managing more than one zone. These issues contributed to a heavy workload and burnout among CSOs, and also affected the quality of supervision. Finally, changes to the curriculum also caused fatigue and confusion among parents, who were perhaps not well-informed or sensitized about the new initiatives. Parents subsequently faced challenges differentiating the Tusome program from the new national curriculum, and also confusion about the Tusome books vis-à-vis other literacy books. Tusome made efforts to sensitize parents and communities about the program, an element which is discussed further in question 2.

[8] The Digital Learning Program is the Government of Kenya's one-tablet-per child (digital textbook) initiative. The main aim of the program is to align ICT into teaching and learning for grade 1 learners in primary schools. The program focuses on procuring tablets, improving ICT infrastructure, developing digital content, and building the capacity of teachers (Kenya ICT Authority, 2019).

"Now the parents are even more confused than ever because now they are seeing CBC, [they are asking]: is CBC Tusome?" [County Education Officer, Kakamega]

One aspect of the existing educational context that facilitated the program was government policy around universal education and improving educational access, equity, and retention especially for disadvantaged communities. The government's school feeding initiative, particularly in the ASAL counties, was credited with encouraging enrollment, and also improving learners' attendance and continuation, subsequently contributing to their improved performance.

"School feeding programs have enabled children to be in school throughout and the work of teachers becomes easy when all children are there, because if the lesson has been covered and many children are absent that will be a problem, they will be left behind…so far the government has been able to do it well; there has been no problem because at the beginning of every term we receive food. Like here now, we see the rice, beans and peas, and it is enough to run the term for all the learners." [Head Teacher, Isiolo]

c) Process, conditions, and successes of scaling the mid-sized pilot nationwide

In the process of expanding the program countrywide, Tusome focused on scaling up three essential components of the intervention: 1) innovative teaching methods, 2) improved access to new literacy materials, and 3) professional development and coaching.

Innovative teaching methods

New pedagogical skills and practices were the cornerstone of Tusome, and were widely recognized and valued by stakeholders across the board. From the case study findings, key aspects of Tusome's teaching approach that were universally considered the most innovative and effective were: 1) direct instruction teaching methods, 2) phonological awareness, and 3) reading activities.

The direct instruction teaching model (I do, We do, You do) received vast praise across all the various stakeholder groups interviewed, including teachers, head teachers, parents, learners, CSOs, and county education officers. This approach was found to be innovative and unique to Tusome, and was reported to have had the strongest impact on early grade literacy, significantly improving

comprehension and the fluency of learners. Teachers appreciated the effectiveness of this approach, and even adopted the model to teach other subjects and grade levels. In addition to its effectiveness, teachers also found that the model introduced a much more learner-centered and participatory classroom set-up, which benefited both learners and teachers.

"When the teacher is reading, the children are listening. So first they are getting the right pronunciation, the articulation of the sounds and also the confidence... and then the fluency. So the children are getting it right from the teacher, and then they are being guided by the teacher as they get it, the second time of they are getting more clarification and then the third time now becomes the practical part for the learners, and now the teacher is in a position to listen keenly and support where need be. So, it has brought a lot of improvement unlike the other days where we just used to read it, the teacher just sits and says you open the books on page this and this and read the story. There's a very big difference from before." [Curriculum Support Officer, Mombasa]

Phonological awareness, particularly letter sounds and oral blending, was another aspect of Tusome's pedagogical approach that was recognized for having a strong impact. Similarly, reading activities such as passages, picture reading, predictions, storytelling, and songs also made significant contributions to literacy development, and were found to be valuable and effective by teachers.

"In Kiswahili I also like reading words and constructing sentences using speech and letters." [Learner, Elgeyo Marakwet]

Tusome's investment in developing and scaling innovative teaching approaches resulted in a number of key learner outcomes. Stakeholders attributed improved performance in English and Kiswahili reading, comprehension, fluency, and speaking to the program, supporting the findings of the independent midline assessment showing higher grade-appropriate oral reading fluency scores. According to the results of the midline evaluation, the proportion of non-readers (or zero readers) decreased substantially from baseline to midline. In Grade 1, 53 percent of the pupils could not read a single word correctly at baseline, which decreased by over half to 23 percent at midline. In Grade 2, the percentage of non-readers decreased by over two thirds from 38 percent at baseline to 12 percent at midline. The percentage of emergent and fluent readers increased between baseline and

midline. For Grade 1, fluent went from 2 percent at baseline to 18 percent at midline. For Class 2, it rose from 12 percent to 48 percent. Similarly, for Class 1, emergent readers increased from 10 percent to 30 percent. For Class 2, emergent readers increased from 22 percent to 30 percent. (Freudenberger and Davis, 2017)

Learners' performance in other subjects also improved, as a result of enhanced literacy. As a result, stakeholders attributed increases in learner enrollment and reduced learner absenteeism to Tusome. Teachers and head teachers observed that learners from private schools were enrolling in public schools in order to benefit from the Tusome program. Tusome learners were also reported to be more eager, motivated, enthusiastic, and confident, and this enhanced attendance and continuation patterns.

"It has made quite an impact… where we earlier had non-readers, now we have children that are very confident in reading because they are taken through letter-sound, letter names… and the two are married. They start with familiar letters as they move to letters that are less frequently used. So, the children find it easy to master literacy skills very fast. And it has had a great impact on the entire nation." [County Education Officer, Kakamega]

New literacy materials

As a program, one of Tusome's core objectives was to improve learners' access and use of appropriate core and supplemental reading instructional materials and resources. This was an important component of the scale-up, based on gaps that PRIMR identified in the textbook-to-student ratio and the relationship between access to books and improved literacy. Tusome would develop and supply nearly 24,500 schools across the country with new literacy materials. Teaching aids such as guides, lesson plans, letter cards, and pocket charts were also innovative resources for enhancing teachers' instructional capabilities. In the process, Tusome sought to improve both the quality of literacy materials, as well as the access to these materials.

Tusome took a collaborative approach to developing new literacy materials and partnered with stakeholders in the MoE, KICD, the TSC, KISE, and other SAGAs such as the KNUT and KNEC to do so. Language specialists contributed to and analyzed the curriculum support materials and learner books. Findings from the case study indicated that the Tusome materials are highly valued by both

teachers and learners. Learner books were found to be particularly suitable for the following reasons: the content was well-organized, age-appropriate, culturally relevant and diverse, well-aligned to learners' developmental needs and capacities. The learner books were also considered to be visually appealing due to the colored illustrations, a deliberate departure from the typical black and white books available to early grade learners. Teachers also found the instructional materials straightforward and easy to follow. In addition, Tusome created mechanisms for the continuous revision of materials based on teacher feedback and reflection sessions. Teachers were engaged in termly reflection sessions where they had opportunities to provide feedback on Tusome materials, such as editorial errors and other suggestions on pictures and comprehension passages. This process greatly contributed to the quality of materials throughout the implementation process and the program was able to regularly improve materials.

"I think it has aided the ability to read and write because the books have been developed in consideration of the child's age and ability. For instance, at lower levels, it's reading of words and short sentences and as they progress they are able to construct even complex sentences…I think the books are nicely colored and I think the colors makes it appealing to the learners and even the young learners who does not even know how to read and write find it fun to peruse them. They are so attractive." [Parents, Elgeyo Marakwet]

One of Tusome's most significant interventions was its commitment to ensuring a one-to-one book to pupil ratio. With a goal of having approximately 24 million Tusome books distributed throughout the country, the impact of this decision was widely appreciated given that most public and APBET schools frequently experience a shortage of materials. This was an important gap that Tusome was able to address, one that enriched teacher-student engagement and also contributed to better learner outcomes.

"In the past, [there were not enough books] in the classroom for every learner but with Tusome, it has provided every learner his/her Tusome book and this has really helped when it comes to reading. Learners are able to follow what the teacher is reading because each has his own book." [Teachers, Mombasa]

Professional development and coaching

As part of its national scale-up strategy, Tusome was designed to build the capacity of stakeholders across the education sector, and ultimately to provide continuous professional development to Tusome's early grade teachers throughout the course of implementation. Tusome employed a cascade model to train the education workforce with the goal of reaching different tiers of education actors across the counties. At the national level, MoE officers received training on the new literacy approaches, as did members of the SAGAs. Training of Trainer sessions were held, whereby master trainers were identified to deliver dedicated training.

CSOs, instructional coaches, head teachers, and teachers were trained on general Tusome principles and learner-centered approaches. Teachers received termly training on key pedagogical skills: phonemic awareness, alphabetic principle, direct instruction methods, literacy skills, and teaching techniques, with the primary goal of enhancing their capacity to effectively deliver classroom instructions. Teachers also had an opportunity to receive regular feedback and guidance from CSOs, and from their peers during cluster meetings held within the regions. One of the most important outcomes of Tusome's model for continuous professional development was the extent to which it was able to standardize early grade literacy instruction across the country, a benefit that was appreciated by stakeholders.

CSOs were also trained to supervise the quality of instruction within their zonal jurisdictions, while instructional coaches supporting APBET schools were trained on the same. Tusome utilized an innovative two-tier approach for coaching: RTI staff would coach CSOs, and CSOs would observe lessons and provide teachers with feedback, in the presence of RTI staff. Using this approach, RTI was able to support the professional development of CSOs and instructional coaches and improve instructional quality. Similarly, teachers also benefitted from detailed coaching by CSOs following each lesson observation.

Another one of Tusome's defining features was utilizing ICT to provide data-driven coaching and support to teachers. CSOs were equipped with computer tablets with open-source software (Tangerine®) to support letter-sound knowledge, and videos that modeled teaching instruction. The tablets also helped coach teachers through Early Grade Reading Assessments and enabled real-time tracking of learner performance. CSOs also received training on how to assess learners reading

abilities and capture data using tablets, features which were each introduced to CSOs by Tusome. Data from the tablets was delivered to county and national level education officers for accountability purposes, via an ICT dashboard developed by RTI (Piper, et al 2017). This dashboard provided highly disaggregated information about the number of school observations by sub-county. This platform allowed the program to make evidence-based decisions and to effectively address any gaps in supervision and performance. This was especially useful to the MoE as it provided a mechanism of receiving continuous feedback, enhanced the MoE's ability to effectively use ICT towards improving basic education, and ultimately improved the quality of its programming. In addition, tablet-supported supervision improved accountability of CSOs, which was a major benefit to the MoE.

"My role is to train the teachers on the strategies used in this program after taking them through and inducting them, I also follow the implementation at the grade level to see whether they are implementing what we trained them. During that time, I observe the live lesson, after the live lessons we study the lesson looking at the challenges and strengths of that lesson. Where it necessitates, I demonstrate to the teachers and also demonstrate the aspects they may have forgotten. There is also periodical feedback because we observe the lesson using tablets, where after a given time we upload our assessment report to the RTI platform…frequent capacity building cascading down to the teachers has been very key to the success of the program." [Curriculum Support Officer, Kakamega]

Process and conditions of scaling-up

A number of key considerations informed the scale up of the mid-sized pilot. Firstly, the National Education Sector Strategic Plan (NESSP) recognized literacy as a core skill and one that is a national priority. In addition, there was a body of literature indicating that a significant proportion of Kenyan children were not reading proficiently, and that large disparities in learning outcomes existed based on location, socioeconomic background, and type of school. Independent national annual learning assessments conducted and published by the Uwezo initiative led by Twaweza East Africa confirmed these challenges. The National Assessment System for Monitoring Learner Achievement conducted by the KNEC also added to the evidence. At a regional level, the Southern and Eastern Africa Consortium for Monitoring Educational Quality corroborated national findings on low learning levels. To further complement this research, there was strong evidence from the PRIMR randomized control trial to show that when teachers used tablets and received guided

instructional support from trained Teacher Advisory Center (TAC) Tutors (later rebranded as CSOs for Tusome), there were significant improvements in pupils' ability to read, according to early grade reading assessments conducted by RTI. The success of this particular strategy above the other pilot interventions informed Tusome's decision to scale tablet-based instructional support to teachers via CSOs and coaches. In addition, external evaluations carried out by Management Systems International provided independent evidence to show that the proportion of non-readers decreased substantially between baseline and midline, while the proportion of emergent and fluent readers increased (Freudenberg and Davis, 2017). This evidence informed Tusome's programming and national scale-up.

"One of the key things which informed the MoE's scale-up was the improvement of learners' ability to read and comprehend…this time through PRIMR, it was so clear that children are reading and comprehending. So that was a key thing. Then two, there was the access to affordable books. The MoE realized: "You mean books can be produced at an affordable price and all learners are able to have a book each?" So that was another motivator. Then another motivator was making use of field officers. Prior to that, it was difficult to quantify or to justify what a TAC Tutor has done in a month. But with the implementation of PRIMR, they realized: "You mean we can monitor and quantify what these officers are doing in the field?" So, I think that was another motivator." [Kenya Institute of Special Education, Nairobi]

Sustainability, accountability, and cost-effectiveness were also key considerations for the scale-up. First, Tusome was committed to using the existing government structures to scale the program. As such, it was important to train MoE officers, CSOs, teachers, and other education stakeholders to ensure that Tusome's outcomes could be sustained within the education system long after the program ends. The MoE was also keen to improve CSO supervision, and Tusome offered a dashboard that would increase CSOs' accountability nationally. RTI carried out a cost-effectiveness analysis which concluded that PRIMR was much more cost-effective than the MoE system (Piper and Mugenda, 2014). The program also made decisions to exclude certain aspects that were featured in the mid-sized pilot, for example workbooks and exhibitions, and maintain cost-effectiveness at the national level.

USAID's guidance and commitment towards this initiative also informed the scale-up. The agency-wide strategy on education calls for high quality educational services, recognizes education as a driver of development and prioritizes improving literacy. As a program, Tusome's efforts to improve the quality of literacy instruction, while making basic education more equitable and inclusive, resonate with USAID's direction on self-reliance. In addition, with the government's commitment to equipping teachers and CSOs with the skills and motivation to teach and coach effectively, and making quality textbooks and instructional materials available to teachers and learners, the MoE has demonstrated its commitment to ensuring that the education system can produce and sustain learning results.

Finally, commitment and political goodwill from the national government was a key condition of the scale-up into Tusome. By accepting PRIMR's results on literacy and new approaches to literacy instruction, teacher training, and instructional support, the national government confirmed its trust in Tusome and its commitment to the partnership. The formation of the Tusome national coordination team by the MoE and the official launch of the program by the President of Kenya signaled the high-level buy-in that the program obtained towards scale-up.

d) Course corrections: benefits

Tusome made a number of course corrections during implementation which added significant value to the program. While the original program design did not factor in learners with disabilities, the program later integrated Special Needs Education (SNE), specifically focusing on visual and hearing-impaired children. This called for the adaptation of Tusome materials to suit the instructional needs of these learners and contributed to improved access to SNE adapted materials. While this intervention did not cater to the full range of disabilities, it made important contributions towards a more equitable and inclusive education nationally.

"But if you looked at the entire plan, you will see the different phases and stages at which each party would be brought in. The initial stage did not have the SNE training, it did not have the materials. But we were all made aware that they were being developed and they were on the way. They were still looking at what would be appropriate. Then with each subsequent training, you would see a different aspect that was already planned being brought in, and different teams, until eventually we were trained on SNE delivery and materials, and they got on board fully including the SNE teachers and

everything in SNE. So, at this level I don't think we can even talk about them being neglected." [County Education Officer, Kakamega]

Tusome's decision to promote a 1:1 student-to-textbook ratio for grades 1 to 3, a departure from the government's 3:1 policy, contributed to changes in the national textbook policy. During the mid-sized pilot, schools were responsible for procuring their own textbooks, a process which often came with challenges and delays. However, Tusome's approach to publishing and supplying schools with textbooks informed the MoE's decision to centralize the procurement system, a decision which improved the book supply process and benefited Kenyan authors, publishers, and the local book production industry at large.

To alleviate the early challenges associated with frequent stock outs of Tusome materials due to increased enrollments, Tusome also introduced the concept of buffer stock as a course correction. This greatly improved the supply of instructional materials across the country, as buffer stock were dispatched regionally, and were therefore within close proximity to schools. In the end, new learners were able to access Tusome books quickly and reliably.

e) Course corrections: costs

At PRIMR's inception, the textbook procurement system was left to schools, and provided publishers with business opportunities to early grades, a large market. This may have contributed to cut-throat business and potential conflict-of-interest by different stakeholders, and the program experienced challenges managing publishers. Tusome demonstrated to MoE that they could cost-effectively achieve the 1:1 textbook-to-learner ratio of quality instructional materials through a centralized procurement system. While this course correction had significant benefits as discussed, it was also met with initial resistance from the local publishing industry, and the program experienced legal backlash based on changes to the national textbook policy.

There were also issues with distribution of materials, owing to logistical challenges and delays, which affected the distribution of regular Tusome materials as well as the SNE-adapted materials. Ultimately, these issues also added financial costs to the program budget.

Question 2: How did Tusome generate sufficient commitment to scale up nationwide, while still maintaining the program's high quality?

The national scale-up would not have been successful without the involvement of key actors in the Kenyan education sector, and the continuous engagement of all education stakeholders. This section begins by describing the processes of obtaining commitment from Tusome stakeholders at the national, county, and community level, and how the program succeeded in engaging each of these players. This section also looks into sustainability and self-reliance, and describes the steps taken by the Kenyan government to institutionalize Tusome.

a) Process and successes of obtaining commitment from Tusome's stakeholders

One of the objectives of the Tusome program was to promote collaboration with literacy actors locally and internationally. The ultimate goal was to obtain the support and commitment of relevant institutions and stakeholder groups for literacy development in Kenya. By design, the program sought to engage key stakeholders in the education sector, specifically government (at national and county level and with other SAGAs), the TSC, community, and the over 23,000 primary schools in Kenya. This section describes the process of generating commitment at each of these levels, and documents the successes achieved as a result.

National Government

The Tusome program was conceptualized as a flagship literacy partnership between USAID and the Government of Kenya's MoE. Collaboration with the MoE in the national scale-up was therefore a fundamental and defining feature of the program, recognizing that the national government remains the primary custodian of education in Kenya and the main implementing ministry. While the process of implementing Tusome was anchored in this partnership, findings from the case study explained key steps taken by the program to ensure the success of this collaboration at the national level.

- ***National education policies and plans***

As a concept, Tusome was in line existing national policies for basic education, specifically the MoE's NESSP (2013-2018) and the Basic Education Act, was cited as a key aspect of the program's success by interviewees representing USAID/KEA, RTI, and the GoK. Findings from the desk review corroborate this approach, confirming that Tusome's objectives resonated well with the MoE's

strategic goals of ensuring universal quality basic education, increasing enrollment, retention and 100% transition of learners in basic education, and improving early grade literacy.

- ***Technical committee and joint work planning***

In addition to ensuring that the program was sufficiently aligned to the relevant educational policies, the program made deliberate efforts to engage the national government in the actual implementation process. This was achieved through the establishment of the Tusome National Technical Committee, comprised of key educational stakeholders and senior MoE officials. This committee provided leadership in the implementation of Tusome, in line with the annual Tusome work plan jointly developed by RTI and the MoE. A steering committee was also established for regular consultations and review.

"The steering committee is chaired by the Cabinet Secretary; the technical committee is chaired by the Principal Cabinet Secretary so everything has to be approved. We have the steering committee [meetings] on a quarterly basis: they go to present the work plan. Firstly, we do the annual plan with USAID, RTI and ministry and we agree this year this is what we're doing and this is when we are doing it, but still every quarter we would go back, have a committee meeting present: this is our work plan, this is what we have achieved and these are still outstanding and for the next term this is what we have planned and then you get the approval to proceed." [USAID, Nairobi]

The type of support and commitment Tusome was able to establish with the national government as a result of this joint work planning process was highly valued among stakeholders, and was considered to be the game changer: it was instrumental in the success of the literacy program's scale-up.

"The robustness of the system or the networking that RTI has had, you know. You know that kind of synergy between the Ministry and RTI has been super." [Kenya National Examinations Council, Nairobi]

- ***Support to national roll-out***

Another key component of Tusome's collaboration with the MoE was in the actual national roll-out process itself, in which implementation of the literacy intervention was scaled in all 47 counties.

The program focused on using the existing government structure and human resources, in order to leverage existing resources and to promote sustainable outcomes.

Tusome identified and appointed a national Tusome project coordinator from the MoE to direct these efforts. The national roll-out included several components, largely capacity building and sensitization activities through workshops and meetings across the country. These sessions targeted training high ranking senior education stakeholders, and also included training CSOs and Quality Assurance and Standards Officers on Tusome content, delivery, and use of ICT-based supervision tools. Teachers and head teachers received training in all aspects of Tusome's pedagogical approach and instructional leadership, respectively. Further details of Tusome's capacity strengthening efforts are detailed in Question 3.

"We have come up with a joint working plan for both the Ministry of Education and the Teachers Service Commission. They made their own work plan and in their work plan they have put all the activities that they undertake including now supporting subjects like English, Kiswahili and Mathematics …and of course when they are supporting the general curriculum, they will not miss to support English and Kiswahili, so in the joint work plan they have put very clearly when they'll want to support teachers." [RTI, Mombasa]

County Government

As a national program working within the system of devolved government, Tusome identified focal persons within each of the 47 counties to support implementation at the county level. Representatives of each county were also included in the Tusome national technical team. Establishment of regional Tusome program offices during scale-up was also a deliberate strategy to effectively engage and support education stakeholders at the county level. The program also invested heavily in joint work planning with county education officers in order to generate commitment and buy-in at the county level.

"I would like to mention the joint work planning that we did at the county level, I think that is a big thing we have done ... in Tusome, we do an annual plan and we went out to implement that plan and so we were supposed to capacity build and bring in good practices, so we engaged in a process where we went to all the 47 counties and worked with specific staff. In most cases I found the TSC Deputy

Director, the quality assistance person at the county level and the county project coordinator. Those three were critical in getting together and doing a county joint work plan." [RTI, Nairobi]

With the support of its regional offices and regional staff, Tusome worked with County Directors of Education (CDEs) as well as Sub-County Directors of Education from the TSC and the MoE. The monitoring dashboard was a particularly important tool for engaging with the county stakeholders, as it allowed county education officers to track the performance of learners in the county, while also keeping teachers and CSOs accountable. Interviews with the CDEs affirmed RTI's participation in county education dialogues with other stakeholders in the county to ensure that they were actively and adequately engaged throughout the implementation process.

Semi-Autonomous Government Agencies (SAGAs)

Tusome took a deliberate and consultative approach to engaging the following four SAGAs that work closely with the MoE: the Kenya Institute of Curriculum Development (KICD), the Kenya National Examinations Council (KNEC), the Kenya National Union of Teachers (KNUT), and the Kenya Institute for Special Education (KISE). Each agency played a unique role in the success of Tusome. The KICD is responsible for providing research-based curricula and curriculum support materials for basic, secondary, and tertiary education, and conducting research to inform the development and review of curricula and curriculum policies. Case study findings confirmed that Tusome engaged KICD in the development, review, and evaluation of core and supplemental English and Kiswahili literacy instructional materials, in line with established scope and sequence, the national curriculum, syllabi, and Kenyan cultural context. Following the 2017 roll-out of the Competency Based Curriculum (CBC), Tusome once again involved KICD in the review and alignment of all reading instructional materials to CBC, and in the teacher training on CBC. The relationship between KICD and RTI was mutually beneficial. Interview data also confirmed that Tusome supported KICD in developing a level readers' framework.

"KICD was to evaluate the books. So [RTI] wrote them and brought to us to look at and see whether they are commensurate to what is supposed to be taught in the school… usually what is done during evaluation you look at the books and advise if they have weaknesses, you bring them and if the book has reached the threshold on what they are supposed to gain, then the owner goes on and revises the book going by the advice given by KICD…then they go ahead and produce en masse, and for Tusome,

they produced en masse and distributed the books themselves." [Kenya Institute of Curriculum Development, Nairobi]

Another key agency that Tusome engaged with was the KNEC. KNEC is tasked with developing policies and regulations around examination and assessments, as well as conducting examinations and advising national government on examination and certification related matters. Tusome ensured that KNEC was represented on the national technical committee. KNEC participated in all review meetings and Training of Trainers sessions. KNEC was instrumental in the establishment of reading fluency benchmarks for English and Kiswahili for all learners in Grades 1 to 3, including those with hearing and visual impairments. A key informant interview with a representative of KNEC confirmed that the KNEC also provided input in the development of literacy materials, review, and validation of Tusome English and Kiswahili literacy instructional materials.

The KNUT is the leading teachers' trade union in Kenya and it is mainly concerned with promoting the welfare of teachers, representing the teaching profession, and contributing towards the improvement of education in Kenya. Tusome engaged KNUT from the pilot phase and throughout the scale-up process, ensuring that they participated in technical meetings and made school visits. According to the key informant interview with KNUT, the union thereafter conducted a summative evaluation of the program, confirming that teachers were adequately prepared and resourced to roll-out Tusome and that the program was indeed improving learners' performance and playing an important role in closing the literacy gap. Another key highlight from KNUT was the extent to which the program kept all the education stakeholders updated on matters relating to budget and expenditure. This type of transparency and accountability was highly valued. It contributed to a sense of shared responsibility and elevated stakeholders' commitment to the program.

During the early stages of the national scale-up, Tusome made a strategic decision to integrate two aspects of SNE, specifically hearing and visual impairment, into the national literacy intervention. At this point, it was critical to engage the KISE, which is tasked with developing learning materials for persons with special needs and disabilities as well as training teachers working in special needs education. Tusome engaged KISE as a key stakeholder in the program and a member of the national technical committee, serving as the main reference point for all SNE considerations. KISE provided leadership in adapting the literacy instructional materials and assessments for learners with

hearing and visual impairments, specifically through an adaptation panel. KISE also provided guidelines for incorporating the needs of these learners in the program and trained SNE teachers and education managers, including the TSC. According to KISE, Tusome was the first national education program to develop literacy materials for special needs learners alongside those of regular learners, ensuring that both types of learners were catered for simultaneously and could progress through the course at a similar pace.

"I want to brag…nationally it's the first time ever we have a program which has brought SNE on board and is moving concurrently. You produce a book for the regular learner, you are producing another one for the special learner. I don't think many international countries have also achieved that feat." [Kenya Institute for Special Education, Nairobi]

Teachers Service Commission

The TSC is an independent commission established under Article 237 of the Constitution of Kenya (2010) that manages human resources within the education sector. TSC's core mandate is teacher management with specific responsibility to register, employ, promote, discipline, and pay teachers. TSC also reviews educational standards and advises national government on matters related to the teaching profession.

Tusome proactively engaged TSC to provide leadership and advice to the Tusome technical team throughout the pilot and national scale-up process. TSC participated in technical meetings, and provided input into and validated the Tusome literacy instructional materials. Tusome partnered with TSC to ensure teachers, head teachers, and CSOs participated in the trainings and were sufficiently prepared to deliver Tusome lessons or provide instructional support.

Case study findings showed that Tusome played a critical role in ensuring smooth collaborations among education stakeholders, including the MoE and TSC. TSC spoke to the highly consultative nature of the program and the extent to which RTI went to establish trust with TSC through various meetings and feedback sessions. In addition, RTI was able to build consensus between the MoE and TSC, even when differences emerged between the government and the commission.

Tusome also integrated other TSC officers into the implementation of the program. TSC confirmed that Tusome involved TSC officers in regional training, specifically as master trainers, and that TSC county and sub-county directors and senior staff at the headquarters level were also consulted and trained.

"In the aspect of collaboration…RTI and then with TSC and the ministry …were working as one and delivering as one because there is a lot of coordination, so there are no longer issues of infighting amongst these four, they were working as a unit and that also was transferred to the working relationship between the CSO, the head of institution and the teachers at the schools… one other thing that I found very interesting…this program was able to bring the two [MoE and TSC] together… everybody decided to own the program… and therefore there was a seamless working relationship." [Teachers Service Commission, Nairobi]

Other Donor-Funded Programs and Literacy Actors

Apart from leveraging the support of government institutions, Tusome also gained the support of other donor-funded programs and literacy actors. One of these initiatives was the PRIEDE Project. Funded by the Global Partnership for Education in conjunction with the World Bank, and implemented by the MoE, PRIEDE focused exclusively on improving early grade mathematics competencies. The project was also derived from the mathematics component of the PRIMR pilot, much like Tusome, and was scaled nationally. Tusome and PRIEDE leveraged opportunities to develop training materials and conduct joint training sessions for teachers, to infuse new methodologies for improving both early grade literacy and numeracy. The Women Educational Researchers of Kenya (WERK), a professional association, also made contributions towards the implementation of the program. WERK oversaw provision of instructional support to teachers of informal schools (also known as APBET schools) by instructional coaches.

According to discussions with USAID/KEA, the Agile Harmonized Assistance for Devolved Institutions AHADI, USAID's flagship activity supporting devolved governance and service delivery in 22 counties across Kenya, also offered support to Tusome. By channeling basic education funds into AHADI, USAID was able to use the platform to support two Tusome initiatives: training Parent Teacher Associations and training school Boards of Management. Finally, the program also established a Partnership Fund, to specifically leverage resources from the private sector. The fund

made two key contributions to the program, according to USAID: securing additional tablets to support teacher supervision and boosting the supply of supplementary readers.

Community

One of the features of the Tusome program design was to foster community engagement outside the formal education structures and involve stakeholders in the community in its mission to improve literacy. According to the desk review, this was done to encourage accountability at the community level and also to promote literacy more widely. This finding was corroborated by the primary research, with multiple references made to the program's initiatives to actively champion literacy in the community, and the extent to which they succeeded in establishing trust in the Tusome program. Tusome established a Youth Fund and awarded financial grants to 23 youth groups to promote literacy within their communities. These youth groups sensitized parents and other stakeholders on the importance of reading in and out of the classroom. This was particularly important, given the socioeconomic context and evidence indicating that learners from disadvantaged households often do not benefit from parental involvement in activities such as reading at home. Youth sensitization initiatives improved parental attitudes towards literacy and increased their buy-in to Tusome. Subsequently, parents participated more actively in their children's literacy development and learning.

"Our main agenda was sensitization of parents so that they could also be part and parcel of the process…we were able to identify that the parents lacked interest or they did not follow up on their children's school work. We also found out that the young parents mostly left their children in the care of their grandparents who did not have so much interest in the child's work. We were therefore emphasizing to the parents to take full responsibility of their children's work which would also motivate the children and make them see the need or importance of school." [Youth Group, Kakamega]

Many public schools lack functional libraries, a factor which Tusome acknowledges may have limited the program's outcomes. Youth groups thus played a major role in alleviating these and other literacy-related challenges. At the school level, youth groups championed various activities to support literacy development and nurture interest and commitment among learners; they provided storybooks, created classroom libraries, initiated reading/book clubs, hosted literacy exhibitions, conducted book harvests, and even provided book storage facilities in schools where such facilities

were lacking. These activities were acknowledged by head teachers, teachers, parents, and learners. Youth groups also encouraged learners to join libraries in instances where there were functional libraries, an initiative which was reported to have been particularly successful in Nakuru County.

"In Nakuru for example, [the youth groups] even partnered with the Kenyan National Library Services (KNLS) of their own initiative and as a result, the KNLS Nakuru branch was recognized internationally for the work it is doing in literacy in the community. Together with the youth group, they got a joint international award last year and the National Library Service said they have enrolled so many children in the library than they ever had before, so now especially during the holidays and on Saturdays the library is full of children who are just coming to read." [USAID, Nairobi]

While youth groups succeeded in the initial sensitization of parents on the importance of literacy, as earlier described, a few respondents noted that a structured approach to sustained parental engagement over the course of the program was not factored into the program design. Nonetheless, parents supported their children's literacy development, specifically in assisting with and reviewing homework, and also following up on learners' performance. This had positive knock-on effects, as many reported increased parental involvement in Parent Teacher Association meetings, academic days, and other school events. Increased parental engagement also contributed to improved relationships between teachers and parents, a view which was widely held by head teachers, teachers, and parents alike.

"I've been visiting my child's [classroom] from time to time not only when I've been called by the teacher, but just on my own to check on the child's progress and ask the teacher to explain the areas the child is facing difficulty. There are sound books she has told me to buy and picture charts so that when the child comes home from school she rests and then she can read the sounds she finds difficult." [Parents, Isiolo]

b) Sustainability and self-reliance: MoE's efforts and commitment to institutionalizing Tusome

As a five-year donor funded program, the successful handover of Tusome to the MoE was a fundamental objective. This is in view of USAID's policy framework on self-reliance, which focuses on strengthening national institutions to sustain program results. As a co-implementer, the national

government was engaged in developing a sustainability plan. This plan called for the MoE to take over implementation of Tusome by January 2020, where government would manage all core responsibilities, namely: 1) development, printing, and distribution of instructional materials, 2) teacher training, support, and supervision, and 3) management of the dashboard. A gradual transfer of these responsibilities was envisioned, with continuous technical support from RTI to the government towards this goal.

A number of successes have been achieved with respect to sustaining Tusome to date. Firstly, the national government has demonstrated strong commitment and buy-in through its active role throughout the joint implementation process. Secondly, the national government has also infused aspects of Tusome into the CBC, a government-funded initiative, where Tusome pedagogy has been incorporated for English and Kiswahili literacy. These are key indicators of the government's dedication to ensuring that Tusome approaches continue to feature in primary education. At the county level, County Education Boards are also in the process of integrating Tusome instructional principles into their training activities.

"I think we thought about sustainability right from the design stage and thinking through how to ensure that the system can be put in place for having the interventions sustainable, and one of the things that happened was that we were actually riding on the government structure from the word go, working with the Ministry and TSC through the different structures including the CSOs…that was part of the strategy for ensuring sustainability among many other things, including our contribution to the new curriculum discussions and ensuring that a lot of elements from Tusome are included in the CBC." [RTI, Nairobi]

Another area of success is in the national government's efforts to print and distribute Tusome instructional materials. Starting in 2018, the government has provided Tusome materials for Grade 1 learners across the country, fulfilling one of the key milestones in the handover process. MoE intends to take over the printing and distribution of materials for all grade levels beginning in 2020. MoE has also established a multi-sectoral committee comprised of TSC and other SAGAs to mainstream Tusome into the CBC implementation process, recognizing that Tusome is no longer a stand-alone program. This committee is tasked with coordinating activities around material development, quality assurance, training, and supervision.

"There is a multi-sectoral committee of MoE, TSC and SAGAs to ensure all aspects that were being done by RTI and USAID will be done by relevant agents bearing in mind that each has a task aligned with their mandate. For instance, members from Kenya Institute for the Blind [will be engaged] if brailling is needed…if it is about Special Needs Education, KISE will take it up as part of their work…. the multi-sectoral structure is to mainstream Tusome. Systems have thus been put in place to infuse it [Tusome] into its structures…. for instance, TSC will train teachers on CBC in December, 2019. The team has sat together with those preparing the modules to ensure all Tusome aspects are included…officers have been appointed from TSC and SAGAs to manage CBC training and to ensure that everything is infused into the manuals." [Ministry of Education, Nairobi]

The government has taken up the responsibility of supporting teachers and CSOs to continue Tusome-related activities, efforts which are working well towards sustaining Tusome's results. Primary Teacher Training Colleges (PTTC) have established technical committees and developed training modules to equip early-grade teachers with Tusome approaches during their teaching practicum. The government has also invested in training in-service teachers on the roll-out of the CBC. Alongside these training activities, Teachers Service Commission is now evaluating teachers through the Teacher Performance Appraisal and Development. Instructional supervision of teachers has also been further institutionalized, with the TSC taking a more active role in the management of CSOs. TSC is now providing CSOs with schemes of service outlining their responsibilities and terms of service, and developing plans and budgets towards capacity strengthening initiatives for CSOs.

Sustainability challenges

Although the government has made steady progress towards sustaining the program results, there are challenges within the roadmap to institutionalizing Tusome. According to the MoE, continuity in capacity building, particularly for new officers and teachers, may be difficult to sustain given existing financial and human resource constraints.

"For Primary Teachers Training Colleges, what happens when their new curriculum is rolled out? Will there be enough time to sensitize and train the colleges to take-up the program without RTI and MoE? Are we sure that what we have done is enough for them to stand on their own? Are we sure it is enough for sustainability?" [Ministry of Education, Nairobi]

Among a cross-section of stakeholders, there were concerns about inadequate government commitment to institutionalizing the program, and delays in the handover process on the government's end. Stakeholders also expressed reservations about the government's technical and financial capacity to take over professional development of teachers, facilitation of CSOs, and distribution of books. There were also concerns about the availability of resources for continued efforts towards infusing Tusome into the CBC and for sustaining instructional supervision.

Finally, large zonal areas currently covered by CSOs pose a challenge to the quality of supervision going forward, although there are ongoing efforts towards re-zoning.

Question 3: How did Tusome build the right capacity to scale up nationwide while still maintaining the program's quality?

Tusome focused on building the capacity of various education actors to improve literacy instruction for early grade learners. This section describes the successes of Tusome's capacity strengthening approach, and also highlights unique achievements in addressing nationwide capacity gaps. It also explains how the program addressed gender biases in literacy instructional materials.

a) Successes of Tusome's capacity strengthening approach

Tusome utilized the cascade model to train the full range of education personnel, including MoE senior officers, county education officers, representatives of the SAGAs, TSC, head teachers, teachers, CSOs, and instructional coaches. However, one of the key successes of the program's approach was providing continuous professional development (i.e. regular in-service training) to basic education teachers, including teachers of learners with visual and hearing impairments. Through these initiatives, teachers benefited from new pedagogical skills that were applied in English and Kiswahili literacy, some of which were transferred to teaching other subjects.

"Training of teachers was new, they had not been trained for so long…some graduated over 20 years ago. They are now able to modify their ways of teaching, they get re-trained in-service which is important." [Ministry of Education, Nairobi]

Teachers also cited the quality of resources they received from Tusome as a strength of the program's approach. The literacy instructional materials were found to be well-aligned to teachers'

needs. Teachers also had the opportunity to continuously improve these resources during feedback and reflection sessions, and to engage with other Tusome teachers during cluster meetings. In addition, the instructional support that teachers received from CSOs was highly valued, and improved relationships between CSOs and teachers were attributed to Tusome. The most significant outcome of Tusome's capacity strengthening approach among teachers was the increased motivation and commitment that came as a result. This also contributed to reduced teacher absenteeism.

"Yes, actually the training has really benefited these teachers. These teachers have been brought on board to be trained at the same time with CSOs. So, they feel that they are equal to the task and some like the star teachers also support you when training in the zone. And now the teachers feel that they are also equal to the task because they are trained on the same content countrywide knowing that all the teachers are being capacity built the same, with the same knowledge and they are equal to the task of implementing the same to the learners. So, it has built confidence in our teachers and they have become more effective and reliable." [Curriculum Support Officer, Mombasa]

Tusome also succeeded in providing continuous professional development to CSOs and instructional coaches. A key feature of Tusome's intervention for CSOs was providing them with ICT resources to conduct supervision, and transport reimbursement to facilitate their movement. Case study findings showed that CSOs were more motivated and engaged as a result of Tusome's efforts, and that their relationship with teachers as well as the MoE improved significantly. CSOs were no longer perceived as inspectors, but rather as trusted partners in the curriculum implementation process.

As a project, Tusome succeeded in addressing a range of capacity gaps at the national, county, and school levels. At the national level, Tusome boosted the MoE's ability to effectively use ICT towards improving basic education. Through the Tusome dashboard, the MoE was able to use real-time data for effective decision-making. The MoE was also able to benefit from improved monitoring of CSOs, which was previously a weak point. This led to greater accountability among CSOs, and also contributed to a more engaged and effective CSO workforce. In addition, because of the training that CSOs received, teachers benefitted from a higher quality of support.

"At the national level we had a lot of support to curriculum development… and so there has been a positive effect on that, but also generally on policy, there has been some impact on policy moving forward... for example the whole issue of books, how they were dealing with the books initially, money was given to the schools and this money disappeared, so we came up with a position where we were able to distribute books to the closest unit at the zonal level. At least the Ministry [of Education] was able to change that." [RTI, Nairobi]

As a literacy program, Tusome made informed contributions towards enhancing early grade learning generally, an area which had been previously neglected. Tusome contributed to basic education policy improvements at the national level. The program also developed the capacity of national institutions to improve, supply, and distribute new literacy materials. Tusome further built the capacity of the Kenya Institute of Curriculum Development and the Kenyan Publishers Association to establish level reader frameworks, and the Kenya National Examinations Council's ability to develop new reading benchmarks and early grade reading assessments. In addition, Tusome strengthened the national government's capacity to improve curriculum development and implementation processes. At the county level, Tusome improved the capacity of county education officers (specifically County Directors of Education, Sub-County Directors of Education, and Quality Assurance and Standards Officers) to support curriculum implementation for early grade literacy.

At the school level, Tusome made significant contributions towards continuously improving the instructional delivery and pedagogical skills of early grade teachers, including teachers of special needs learners. This was particularly important, as these teachers did not benefit from regular in-service training and professional development, or high-quality supervision. Tusome also equipped head teachers with instructional leadership skills. In addition, Tusome supported PTTC by stocking PTTC libraries with Tusome instructional materials and orienting pre-service teachers to new pedagogies.

"Initially, teachers had a problem teaching lower primary and I think most of them had a phobia of being taken to primary because they did not know how to handle literacy in those in lower grades. But now with Tusome, teachers were trained, they were taught how to teach reading and all the components of reading in lower primary, this made teachers comfortable because they were being

guided, they were trained…today we have a lot of teachers who are excited and interested in teaching in lower primary." [RTI, Mombasa]

b) Successes in developing training materials and addressing gender biases

Gender was not explicitly built into the Tusome program design, a gap which is addressed in the lessons learned section. However, the program considered biases in the development of materials and gender sensitive pedagogies were discussed and integrated during the process of content development and training. The materials were reviewed to ensure they did not perpetuate any negative gender stereotypes, in line with USAID's requirements for gender equity and balance. Although some teachers found that more could be done to address gender issues in the Tusome materials, many stakeholders reported that they were satisfied with the extent to which they addressed gender stereotypes.

"Initially, the books we had portrayed the girl child as a weaker character even in stories but now Tusome tries to balance the gender in that it is trying to portray the girl child as someone who is brave, doing something that even amazes everyone and in fact, they have tried to look at gender balance because they take the children as equals. What a girl can do a boy can also do." [RTI, Mombasa]

CONCLUSIONS

Scale-up of the literacy component of the PRIMR activity into Tusome took place amidst major national and education contextual factors including uneven county uptake, limited infrastructure (e.g. roads, transport, electricity) to support distribution of materials and access to schools, high teacher-to-student ratios, changes to the national curriculum, and burnout and attrition of key education personnel including teachers and CSOs.

Despite the contextual challenges, three interventions were successfully scaled up: 1) innovative teaching methods, 2) improved access to new literacy materials, and 3) professional development and coaching. Firstly, the introduction of new pedagogical skills, particularly the direct instructional model and phonemic awareness were unique to Tusome, and were reported to have had the strongest impact on early grade literacy. These innovative teaching approaches increased learner enrollment, attendance and continuation, and oral reading fluency scores for both English and Kiswahili. Secondly, Tusome developed new core and supplemental reading instructional materials and resources that were highly regarded by both teachers and learners for their quality and content, and ensured that a one-to-one book to student ratio was achieved for the first time in Kenya. Finally, Tusome provided in-service training and coaching, and provided teachers and CSOs with ICT tools to improve the quality of literacy instruction. The process of scaling these interventions nationwide was highly strategic and informed by Kenya's basic education policy. It was supported by evidence from the PRIMR pilot showing that instructional support to teachers had the greatest impact on literacy outcomes. Tusome also prioritized supporting government structures for sustainable results, ensuring that its approach was compatible with the national curriculum. Finally, Tusome successfully scaled and integrated the needs of learners with visual and hearing impairments, affirming that national literacy programs can be inclusive.

Tusome succeeded in generating commitment from a wide range of education stakeholders at the national and county level, with SAGAs, the TSC, the community, and the over 23,000 primary schools that the program engaged across Kenya. The program built commitment by partnering with these stakeholders throughout the course of implementation, ensuring that the Kenyan primary education sector was fully represented in the nationwide roll-out. The appointment of a national Tusome project coordinator from the MoE, and the establishment of a national technical committee were also key to successful buy-in. At the national and county level, Tusome worked closely with

both tiers of government to develop joint work plans, and also trained MoE and county education officers in all 47 counties. Tusome identified the unique contributions of each of the SAGAs and engaged their expertise to develop, review, and validate the literacy instructional materials, including the SNE adapted resources. The program also ensured that teachers, CSOs, and education administrators were sufficiently trained and continuously engaged and supported. At the community level, Tusome promoted parental involvement in literacy development, and facilitated youth groups to address literacy-related challenges in schools.

Tusome invested heavily in strengthening the capacity of the primary education workforce through training, a strategy that ensured its outcomes would be sustained long after the program ends. The national government has since infused aspects of Tusome into the CBC and printed and distributed literacy instructional materials for Grade 1 learners. The TSC has also taken a more active role in hiring and training CSOs, affirming their commitment to sustaining instructional supervision for better literacy outcomes. While efforts towards institutionalizing Tusome results have been documented, concerns about the government's technical and financial capacity to continue with teacher professional development, distribution of materials, and facilitating instructional support still remain.

Tusome succeeded in resourcing and building the capacities of a wide range of education stakeholders, including teachers, CSOs, and instructional coaches. These investments in training, ICT, and transport reimbursements contributed to important outcomes, including improving teachers' and CSOs' motivation and commitment, as well as improving the way these personnel worked together. In addition, Tusome helped to close curriculum development and implementation gaps, and strengthened the capacity of institutions like the KICD and Kenya Publishers Association to develop reader frameworks and print materials, respectively. Finally, Tusome addressed gender by including gender-sensitive pedagogies in training while ensuring that literacy instructional materials did not feature gender stereotypes.

LESSONS LEARNED

USAID, development practitioners and policymakers implementing national literacy programs should consider the following lessons learned derived from the experience of Tusome in Kenya.

Learners' Outcomes

- To foster a high degree of buy-in, national literacy programs should be evidence-based. The program should also focus on continuous monitoring and learner assessment.
- Training teachers to conduct mini-Early Grade Reading Assessments in their classrooms is valuable as it allows teachers to continuously monitor literacy outcomes in their own classrooms.
- National literacy programs should consider training all basic education teachers in new pedagogical principles to promote literacy and sustain learner outcomes beyond Grade 3.

Textbook Policy and Development of Literacy Instructional Materials

- New literacy programs must be aware of and consider the existing national textbook policy in the program design.
- Programs should prioritize engaging local publishers early on in the process to determine areas of mutual collaboration. Programs should take opportunities to leverage on publishers' networks across the country as additional avenues for textbook distribution and to complement the existing government system. Local publishers should be embraced and provided opportunities to submit manuscripts which are vetted and approved.
- Programs should involve the relevant stakeholders in the materials development process (e.g. illustrations, story development, leveling books), and build the capacity of these actors where possible.
- National literacy programs should bring together the right skill-sets (e.g. SNE specialists, designers/illustrators, gender specialists, curriculum experts, classroom teachers) to develop highly quality literacy instructional materials. This expertise should be locally drawn from the MoE and other relevant education agencies within the country. These experts should ensure that instructional materials are culturally-relevant and aligned to national policies. Programs should allocate sufficient time for the piloting and revision of materials based on feedback from all relevant stakeholders. It is critical to include learners in the piloting process.

- Programs should consider incorporating the buffer stock concept into the program design to effectively mitigate potential stock-outs of literacy instructional materials.

Special Needs Education

- National literacy programs should consider integrating SNE early on in the program. Programs should promote inclusivity by targeting a wide variety of learners. With available funding, national literacy programs can integrate different types of disabilities.
- Any intervention for special needs learners should be robust and well-thought out, and should be adequately guided by existing evidence. Programs should allocate sufficient time to adapt and pilot materials for learners with disabilities to ensure that they meet instructional needs, both for teachers and learners.
- National literacy programs should consider offering customized support for SNE teachers and learners based on their unique needs.
- National literacy programs should work closely with the MoE and any government agencies that directly coordinate and support SNE to address critical issues related to education for learners with special needs, in line with ongoing initiatives and policy provisions.

Gender

- National literacy programs must consciously consider gender in the intervention design. This should be informed by the appropriate evidence and gender theories that would inform literacy instruction in specific settings. Engaging the appropriate gender expertise to develop a toolkit to guide implementation would be beneficial.
- National literacy programs should consider gender in all aspects of implementation, including material development, teacher professional development, instructional delivery, and curriculum support. While gender sensitive pedagogical approaches are critical, integration of gender-sensitive principles in the various program components would add more value to the program.

Information and Communications Technology

- ICT is a powerful tool for national literacy programs when used appropriately and embedded properly among the right stakeholders. ICT can be used to engage teachers more meaningfully, to improve accountability for CSOs, and to gather more authentic evidence from the ground up.

National literacy programs should explore and customize ICT platforms to enhance teacher engagement, provide opportunities for teachers to share their learnings, and improve the quality of teacher support. These mechanisms should be piloted and supported with evidence ahead of scaling up.

- While ICT is a powerful tool, national literacy programs should also explore opportunities to build the confidence of teachers, CSOs, and education officers in using ICT. More ICT-focused capacity building would be valuable for enhancing education officers' appreciation for the importance of data and how it can and will be used. This will also foster greater buy-in for technology-based interventions.
- National literacy programs should leverage different technologies on the ground to extend learning beyond the classroom and to offer further professional development.
- National literacy programs should explore opportunities to harness the promise of technology to improve monitoring and evaluation mechanisms. This will enhance reporting from the classrooms to the central office. Programs could also support and advocate for better ICT infrastructure to support education initiatives.

Sustainability and Commitment

- National literacy programs should focus on fostering government commitment and leverage existing structures and resources to the extent possible; it is cost-effective, sustainable, and essential for the program's success.
- National literacy programs should build in aspects of sustainability and institutionalization in all aspects of the activity beginning in the early phases of implementation. These aspects need to feature in the program messaging, stakeholder meetings, and partnerships with other non-governmental stakeholders. The program should ensure that milestones are gradually handed over to the government as early as year 1.
- Effective joint work planning is critical to fostering commitment and ensuring sustainability and institutionalization. National literacy programs should ensure that the program is well-aligned with other initiatives by different education stakeholders and that all implementers are working together from the beginning.

Continuous Professional Development

- The program should allocate sufficient time to training teachers, CSOs, and relevant education officers. Training should encompass both theory and practice, with an emphasis on practice. Sufficient time should be allocated towards practicing effective use of instructional materials in the classroom and conducting debrief sessions with teachers.
- Refresher training sessions should be customized to focus on emerging needs, problematic areas, and challenges, rather than generalities and standard approaches. This will ensure that refresher training is much more responsive to actual experience on the ground. These trainings should be held regularly, preferably on a termly basis.
- It is important to identify the right personnel to lead/facilitate training sessions. The facilitators should also be able to effectively model classroom practice.
- To sustain motivation and build teacher efficacy, programs need to explore innovative approaches to sustaining teacher motivation beyond financial motivation. Programs should consider non-monetary approaches such as teacher recognition, rewards, promotions, and certification to effect teacher change.
- The program should consider expanding the community of practice (i.e. cluster meetings) to enhance local support to teachers.
- The program should explore opportunities for developing briefs/recommendations to support the development of local basic education policy. Stakeholders from both the public and private education sector should be consulted to provide input to these briefs.
- National literacy programs should develop structured approaches to collating and disseminating evidence to education stakeholders through conferences, workshops, and other forums. Establishing a database that is available to education stakeholders and the public for interpretation and scrutiny would add value and build trust.
- Programs should partner with and leverage other NGOs to support capacity building efforts.

Systems Support

- To alleviate concerns about simultaneous interventions that may overburden or create confusion among teachers, learners, and parents, national literacy programs should consider introducing new programs using a staggered approach. Similarly, programs that utilize similar methodological approaches should be introduced alongside each other, while programs that are

vastly different from each other should be introduced once teachers and learners are well established in other components.

- Coordinated approaches to implementing national education programs should be applied. National literacy programs should consult the coordinating units within the MoE tasked with implementing all basic education programs across the country. The program should work very closely with the MoE to ensure that all programs are implemented alongside literacy to minimize duplication of efforts and to ensure that interventions are both well-aligned and complementary.
- Programs should consider introducing a school-based teacher support system to mitigate challenges associated with teacher attrition. While the program cannot prevent attrition, mechanisms for inducting and providing ongoing support to new teachers within each school should be explored. CSOs, with the support of school management, would ideally take on this responsibility to ensure the program's continuity within each school.
- The program should work in concert with teacher training colleges to ensure that new teachers are compliant with new literacy methodologies and can easily replace any transitioning teachers.
- Instructional coaches hired by RTI in collaboration with other NGO partners played a key role in providing instructional supervision in APBET schools. It is important to explore similar mechanisms to provide instructional support to schools outside the public education system and to collaborate with other agencies to leverage available resources.
- Programs should consider leveraging other trained education officers and teachers to collaborate with and complement the work of CSOs, to mitigate against burnout, particularly where there are CSO shortages. Star/champion teachers should be identified through objective selection processes, and provided with relevant training to support the work of CSOs. CSOs should receive ongoing mentorship and support to reduce burnout.
- Programs should assess the contexts and zonal areas in which CSOs work and determine which areas may require more human resources (either part time or full time) due to their vastness or complexity. This will relieve CSOs with large hard-to-reach zonal areas and improve the quality of supervision that each school receives.
- National literacy programs should carefully consider the benefits and risks of offering CSOs financial reimbursements. While a modest transport reimbursement motivates CSOs, it also

creates a risk of financial dependency and may affect sustainability. Future programs should encourage the government to allocate resources towards facilitating such allowances.

Community Engagement

- National literacy programs should consider developing a stronger intervention for engaging parents on how to best support learners.
- Programs should also explore more opportunities to promote literacy at the community level. This could be achieved through partnerships with other literacy actors, community-based organizations, or government agencies such as the Kenya National Library Service.
- Future literacy programs should continue to mobilize and engage youth as a key resource for enhancing literacy development in the community.

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ANNEXES

Annex A: Case Study Data Collection Tools: Interview Guides + Observation Checklist

1. County Directors of Education Tool

TUSOME CASE STUDY RESEARCH

Name of Main Enumerator: _____ **Date:** _____

Introduction: Good morning!

Rapport: Thank you for sparing time to talk with us today. My name is _____ **[name of enumerator]** and my colleagues are [name of note takers]. I am part of a team from the University of Nairobi. As you may know, from 2011 to 2019 the Ministry of Education (with support from USAID) has been involved in promoting Literacy and Numeracy programs in lower grades. From 2011 to 2014, the Ministry piloted a program called Primary Math and Reading Program (also known as PRIMR) of which the Literacy component was then scaled nationwide as Tusome (2014-2019).

Purpose: This week we are speaking with different education stakeholders to understand better what took place and what conditions impacted the program's quality implementation at the school level. From this discussion, we hope to: 1) learn more about what factors enabled the program to be scaled nationwide, 2) identify implementation challenges and how they were addressed. This information will better help USAID to support the agency's objective to support its local partners to become self-reliant and capable of leading their own development journeys.

Time Line: We have about 60 minutes together to discuss this.

Consent: There are no right or wrong answers to these questions. Please feel free to respond openly and do not hesitate to ask me for any clarifications during the discussion. Everything you share with me today will be private and only shared with the research team staff. This is not an evaluation of Tusome. We will not include your name or identity when discussing this meeting or writing reports. Do you have any questions before we start?

Permission to proceed: Is it fine for me to proceed with this interview?

1. **Yes. If Yes, say**: Let us begin.
2. **No. If No,** release those who decline.

Section A: How Tusome Scaled Nationwide and Still Maintained Program Quality

1. Have you heard about the Primary Mathematics and Reading Program? ***If Yes, ask question 2. If No, ask question 4.***

2. Can you tell us about the early grade reading program, PRIMR?

3. In your opinion, what were the key success components of PRIMR?

4. PRIMR was scaled up nationally as Tusome (2014-2019), in your opinion, how was the national scale-up actually done in your county?
   Follow-up: What role has your Office played in the scale-up?

5. What benefits has the Tusome program had on the early grades (1-3) of the education system within your County?

6. Please tell us any specific conditions that motivated your county to scale up Tusome.

7. In your opinion, how has your County been able to adapt to the needs of the different contexts to implement Tusome?

8. Were there any changes made by your county to accommodate and implement the Tusome program in your county?
   Follow-up: If yes, what were those changes and what necessitated and/or triggered the changes?
   Follow-up: Were there any cost implications on the county in relation to the changes within Tusome implementation?
   Follow-up: What were those costs? How did the costs affect Tusome implementation in your county?

9. Please explain to us whether, in your opinion, a monitoring and evaluation framework was built into Tusome program.

10. In your opinion, what factors (conditions) affect Tusome program's quality in your county?
    Follow-up: Outline education sector factors; teacher factors (e.g. *qualifications, attendance and motivation*).

Section B: How Tusome Generated Sufficient Commitment to Scale-Up Nationwide and Still Maintain Program Quality

11. From your perspective, how did the MoE obtain commitment from various education stakeholders that is necessary for Tusome success in your county?
    Follow-up: How was: county, community, and school level stakeholder commitment secured?

12. From your perspective, what has the county put in place (and continues to do so) to institutionalize Tusome and sustain its benefits?

13. For any education program to succeed, funding must be available, be sufficient and put to good use. From your knowledge, what funding arrangements has the county put in place to ensure institutionalization and sustainability of Tusome, amidst its many other county programs?

Section C: How Tusome Built the Right Capacity to Scale Up Nationwide and Still Maintained Program Quality

14. In your opinion, what county administrative and management capacity gaps were addressed by Tusome program at the:
    a. county level (county education officers);
    b. community level (parents); and
    c. school level (School Management Committees; head teachers; teachers; student leadership).

15. How, in your opinion, did Tusome program approach capacity-building of county stakeholders involved at the:
    a. county level (county education officers);
    b. community level (parents); and
    c. school level (School Management Committees; head teachers; teachers; student leadership).

16. How did Tusome measure capacity of the officers at:
    a. county level (county education officers);
    b. community level (parents); and
    c. school level (School Management Committees; head teachers; teachers; student leadership).

17. Please describe any implementation challenges of Tusome program from your standpoint as the County Director of Education (CDE).

18. In your opinion, what contribution has Tusome made to the education sector in Kenya?

19. Do you have any other recommendations to help improve within Tusome?

20. Do you have anything to add?

Thank you for your time and participation in this study.

2. Curriculum Support Officer Key Informant Interview Tool

TUSOME CASE STUDY RESEARCH

Demographic Data

Date (Day-Month-Year):	**Name of Enumerator:**
County:	**Sub-County**:
Gender of CSO: Male_____ Female_____	

Introduction: Good morning!

Rapport: Thank you for sparing time to talk with us today. My name is _____ **[name of enumerator]**. I am part of a team from the University of Nairobi. As you may know, from 2011 to 2019 the Ministry of Education (with support from USAID) has been involved in promoting Literacy and Numeracy programs in lower grades. From 2011 to 2014, the Ministry piloted a program called Primary Math and Reading Program (also known as PRIMR) of which the Literacy component was then scaled nationwide as Tusome (2014-2019).

Purpose: This week we are speaking with different education stakeholders to understand better what took place and what conditions impacted the program's quality implementation at the school level. From this discussion, we hope to: 1) learn more about what factors enabled the program to be scaled nationwide, 2) identify implementation challenges and how they were addressed. This information will better help USAID to support the agency's objective to support its local partners to become self-reliant and capable of leading their own development journeys.

Time Line: We have about 60 minutes together to discuss this.

Consent: There are no right or wrong answers to these questions. Please feel free to respond openly and do not hesitate to ask me for any clarifications during the discussion. Everything you share with me today will be private and only shared with the research team staff. This is not an evaluation of Tusome. We will not include your name or identity when discussing this meeting or writing reports. Do you have any questions before we start?

Permission to proceed: Is it fine for me to proceed with this interview?

1. **Yes. If Yes, say**: Let us begin.
2. **No. If No,** release the CSO.

Interview Questions

1. Can you tell me a bit about your role as a CSO within the Tusome program?
   Follow up: Has this role changed since you were first engaged as a CSO during the start of Tusome (2014)? If Yes, can you tell me a bit more about the changes in your role? Can you tell me a bit more about the effect of those changes on your role as CSO?
   Follow-up: How is your role as a CSO different to your role (as a TAC tutor) before Tusome?
   Follow-up: What are some challenges that you face in this new role?

2. Did you receive any training with the Tusome program to help you with your role as a CSO?
   1. **Yes** **2. No.**
   If No, follow-up: Why were you not trained?

3. Do you receive any on-going professional development (coaching and/or mentoring)?
   Follow-up: How many times do you receive this?

4. Please describe for us the most beneficial components of Tusome training and on-going professional development that have helped you better support teachers to teach reading in English and Kiswahili within the Tusome program more effectively.

5. What was your role in the Tusome teacher trainings? What topics were covered in the training(s)?

6. How did the Tusome program meet the needs, roles and responsibilities of CSOs within the program?
   Follow-up: Please elaborate more on the needs.
   Follow-up: Please elaborate more on the roles.
   Follow-up: Please elaborate more on the responsibilities.

7. How did the Tusome program meet the needs of the teachers you support as a CSO within the program? Explain your response.

8. Do you see early grade teachers use the direct instructional model also known as the "*I Do-We Do-You Do*" model to teach reading in English and Kiswahili in the classrooms that you support?

   Follow-up: Tell me more about the direct instructional model and other pedagogical methods teachers use within Tusome program.

   If Yes, follow-up: Please tell me more about how teachers use the Tusome materials within the Tusome program.

9. In the zone you work in as a CSO, what challenges do you see teachers face in implementing Tusome's pedagogy in the classroom?

Follow-up: What are you doing about those challenges you have shared with us?
Follow-up: In what ways is Tusome flexible in addressing learner and teacher needs in your zone?

10. Tell us about your role regarding supporting the distribution of additional Tusome textbooks, teacher guides and other materials.
    Follow-up: Has there been any challenges performing this role? If yes, what are these challenges.

11. Did you participate in the development of Tusome core and supplementary reading instructional materials?
    1. Yes. **2. No.**
    If YES, ask Question 12.
    If NO, proceed to Question 13.

12. What factors were considered in the development of Tusome core and supplemental reading instructional materials?
    Follow-up: Describe for us how the Tusome material handles gender stereotypes and biases.

13. Describe for us two lessons we can learn about CSO support within Tusome program?

14. What recommendations would you like to share to help us better understand what worked well and what could be improved within Tusome?

15. Do you have anything else to add in regard to Tusome program?

Thank you for your time and participation in this study

3. Gender-based Active Teaching Classroom Observation Tool

TUSOME Case Study: Gender Responsive School and Classroom Observation

Date (Day-Month-Year):	**Time:**	**Name of Data Collector:**

Purpose: The purpose of the observation sheet is to provide information about the teacher's use of Tusome pedagogical training in the classroom and to assess the gender responsive and inclusive classroom environment.

Instructions: Please collect data of Part 1 and Part 2 from the Head Teacher. Spend 30 minutes observing the class at the back of the classroom (not in the direct eyesight of the learners and teacher to avoid distraction and to minimize interruption).

For each statement on Part 3 and Part 4, please answer Y/N, #, or % as indicated in the appropriate box. Please add comments as needed.

School and Classroom Observation

Part 1: General Demographic Information on School Composition

Name of School:	**School Code:**
County:	**Zone:**
Language of the catchment area:	

Part 2: General Information on Classroom and Learner Composition

Data collector should observe language/reading class. If another class is observed, please note in the comment section below.

Teacher's Name:	**Grade Level:**
Total # of Boys in Class:	**Total # of Girls in Class:**
Total # of Boys on Roster:	**Total # of Girls on Roster:**
Teacher-Pupil ratio:	**Number of learners with physical disabilities:**
Teacher's Years of Experience:	**Lesson observed (circle one):** English Kiswahili

Part 3: Tusome Classroom Consistency Observation

Question	Y or N	Comments
1. If observing grade 1, are the Tusome learning resources (pocket chart and letter cards) present in the classroom? If observing a lesson reviewing phonics or phonological awareness does the teacher incorporate ICT (Papaya)?		
2. Does the teacher have the Tusome teacher's guide?		
3. Do all learners have Tusome textbooks?		
4. Does the teacher have a lesson guide?		
5. <u>At the end of the lesson, ask:</u> How many learners are missing Tusome textbooks? **Count:** _ Boys _ Girls _ Boys with a physical disability _ Girls with a physical disability		

Part 4: Classroom Culture and Pedagogical Observation

Take twenty minutes to observe the following:

Question	Y or N, if applicable	#, if applicable	% of total interactions	Comments
1. Within a five-minute period, how many times did the teacher interact with girl vs. boy learners?				
2. Within a five-minute period, does the teacher ask girl higher order thinking questions*? **Questions which require learners to apply, analyze, evaluate and synthesize*				

information in line with Bloom's taxonomy of Instructional Objectives.				
3. Within a five-minute period, does the teacher ask boys higher order thinking questions*? * *Questions which require learners to apply, analyze, evaluate and synthesize information in line with Bloom's taxonomy of Instructional Objectives.*				
4. Are interactions between teacher-girl learners, positive and respectful?				
5. Are interactions between teacher-boy learners, positive and respectful?				
6. Does the teacher use different techniques to cater for individual differences (e.g., extended time, repetition of direction, extra or alternative examples, visual resources, study partners, translation, etc.)				
7. Does the teacher provide positive reinforcement for girl-learner effort and classroom participation?				
8. Does the teacher provide positive reinforcement for boy-learner effort and classroom participation?				
9. Was the lesson successfully conducted?				
10. What general comments can you make about the lesson taught?				

4. Grade 1 -3 Teacher Focus Group Discussion Tool

TUSOME CASE STUDY RESEARCH

Demographic Data

Date (Day-Month-Year):		**Name of Enumerator:**
School Type (circle one): **Government** **Semi-Private (APBET)** **Special Needs**		**Setting** (circle one): **Rural** **Peri-Urban** **Urban**
No. of Males:	**No. of Females:**	**Total No. of FGD Participants:**

Introduction: Good morning everyone!

Rapport: Thank you for sparing time to talk with us today. My name is _____ **[name of enumerator]** and my colleague is [**name of note taker**]. I am part of a team from the University of Nairobi. As you may know, from 2011 to 2019 the Ministry of Education (with support from USAID) has been involved in promoting Literacy and Numeracy programs in lower grades. From 2011 to 2014, the Ministry piloted a program called Primary Math and Reading Program (also known as PRIMR) of which the Literacy component was then scaled nationwide as Tusome (2014-2019).

Purpose: This week we are speaking with different education stakeholders to understand better what took place and what conditions impacted the program's quality implementation at the school level. From this discussion, we hope to: 1) learn more about what factors enabled the program to be scaled nationwide, 2) identify implementation challenges and how they were addressed. This information will better help USAID to support the agency's objective to support its local partners to become self-reliant and capable of leading their own development journeys.

Time Line: We have about 60 minutes together to discuss this.

Consent: There are no right or wrong answers to these questions. Please feel free to respond openly and do not hesitate to ask me for any clarifications during the discussion. Everything you share with me today will be private and only shared with the research team staff. This is not an evaluation of Tusome. We will not include your name or identity when discussing this meeting or writing reports. Do you have any questions before we start?

Permission to proceed: Is it fine for me to proceed with this interview?

1. **Yes. If Yes, say**: Let us begin.
2. **No. If No,** release the teachers who decline.

Focus Group Discussion Questions

1. Have you received training on the Tusome program?
    a. **Follow-up:** If yes, who trained you *(e.g. Coaches, CSOs, Training specialists, Regional Education Officers, RTI, Teacher Champions)*? How many sessions of Tusome training did you attend? Tell us a bit about the Tusome training(s) (*e.g. duration, frequency, etc.*).
    b. **Follow-up:** If no, why were you not trained, and have you received any other training in the last five years?

2. What significant changes have you seen in your classrooms since the implementation of the Tusome program among learners and teachers (i.e., from 2014-present)?

3. Who are the primary external persons or organizations that interact with you regarding the Tusome program? (*Possible responses:* *Ministry, district education officials, NGOs, etc*.)

    Follow-up: What is the nature of your interaction with them?

4. Between 2014 and now, what specific Tusome interventions (activities) have been implemented to improve your ability to teach reading in English and Kiswahili?

    a. **Follow-up:** Which Tusome interventions (activities) have had the strongest impact on learners' ability to read in English and Kiswahili?
    b. **Follow-up:** How can learners' ability to read in English and Kiswahili be improved further within the Tusome program?

5. Between 2014 and now, how has availability of Tusome English and Kiswahili language textbooks changed in your classroom?
    Follow-up: What is your comment about these changes?

6. Between 2014 and now, how has availability of Tusome English and Kiswahili language supplementary reading materials changed in your classroom?
    Follow-up: What is your comment about these changes?

7. Did you provide feedback to the improvement or correction of the Tusome materials? If yes, then how?
    Follow-up: What feedback was considered in the improvement or correction in the Tusome materials?
    Follow-up: In what way have gender stereotypes and biases been handled in Tusome text books?

8. Are you teaching learners with vision and hearing disabilities in your classroom?
    Yes. **No.**

    If YES, ask follow-up questions.

If NO, proceed to Question 9.

a. **Follow-up:** How has the Tusome program met the needs of learners with visual or hearing impairment as the case may be in your classroom?
b. **Follow-up:** What are some gaps within the Tusome program regarding learners with other kinds of disabilities?

9. What challenges do you face when it comes to teaching reading in English and Kiswahili within the Tusome program?
    a. **Follow-up:** How are you currently adjusting to these challenges?
    b. **Follow-up:** What changes are you able to make to adapt teaching to your classroom needs (e.g. learners' ability, social, and other mother tongue related factors)?
    c. **Follow-up:** Is the Tusome program flexible to deal with unexpected interruptions, delays and/or other factors within your school? How?

10. What key elements or components of the Tusome program have continued since implementation in 2014?
    Follow-up: Did any of the components stop or weaken – why or why not?

11. If you were going to advise education officials on how to improve the Tusome program for implementation in other countries in the region, what would your recommendations be?

12. Do you have anything else to add about Tusome program?

Thank you for your time and participation in this study.

5. Grade 3 Learners Focus Group Discussion Tool

TUSOME CASE STUDY RESEARCH

Demographic Data

Date (Day-Month-Year):	**Name of Enumerator:**
School Type (circle one): **Government Semi-Private (APBET) Special Needs**	**Setting** (circle one): **Rural Peri-urban Urban**
Number of Learners per FGD: **Male**_____ **Female**_____	

Introduction: Good morning!

Rapport: Thank you for talking with us today. My name is _____ **[name of enumerator].** I am part of a team from the University of Nairobi.

Purpose: This week we are speaking with pupils like you about Tusome program. This is a government program that has provided language textbooks to schools for your use.

Time Line: We have 60 minutes together to discuss this.

Consent: There are no right or wrong answers to these questions. Please feel free to tell me what you think. You can stop me and ask me any questions during the discussion. Everything you share with me today will be private. This is not a test. It will not affect your performance in class. We will thus not include your name or identity when discussing this meeting or writing reports. Do you have any questions before we start?

Scoring Guidance: For **YES/NO** questions, write the number of respondents for each in the space provided. *Example:* Do you like animal stories? Yes __6__ No __4__

Permission to proceed: Is it fine for me to start?
Yes. If Yes, say: Let us begin. **No.** If no, release the student who declines.

Focus Group Discussion Questions

1. Do you know about the Tusome program?
   1. Yes **2. No. Please record # of "Yes" _____ # of "No" _____of FGD 1 and # of "Yes" _____ # of "No" for FGD 2.**
   If Yes, ask follow-up question. **Follow-up:** Please tell us what you know about Tusome.
2. What do you like about your school?
   Follow-up: What do you like about your English lessons?
   Follow-up: What do you like about your Kiswahili lessons?
3. Do you have Tusome Kiswahili textbooks in your class? **Yes** _____ **No** ____. If no, why not?
   Follow-up: What do you like about the Tusome Kiswahili textbooks? Is there anything you don't like about them?

4. Do you have Tusome English textbooks in your class? **Yes** _____ **No**____. If no, why not?
   Follow-up: What do you like about Tusome English textbooks? Is there anything you don't like about them?
5. Tell us more about the Tusome English textbook. How do you and your teachers use it?
   (**Follow-up:** Comment on the stories in the English textbook. Comment on the learning activities in the English textbook? Comment on the pictures***** in the English textbook.
   (* *Don't ask this last question to learners with visual disabilities*.)
6. Tell us more about the Tusome Kiswahili textbook. How do you and your teachers use it?
   (**Follow-up:** Comment on the stories in the Kiswahili textbook. Comment on the learning activities in the Kiswahili textbook? Comment on the pictures***** in the Kiswahili textbook.
   (* *Don't ask this last question to learners with visual disabilities*)
7. Are you able to take the Tusome textbooks to read at home (or in your dormitory)? Whom would you read the textbooks with at home (or in your dormitory)? **Yes** _____ **No** ____.
8. Do you have Tusome English storybooks? Yes _____ No____. If No, why not?
   a. **If yes, follow-up:** How often do you use the Tusome English storybooks?
   b. **If yes, follow-up:** Can you tell us about your favourite Tusome English storybook?
   c. **If yes, follow-up:** What do you like about the Tusome English storybooks? Is there anything you don't like about them?
   d. **If yes, follow-up:** Do you have any difficulties reading these storybooks?
9. Do you have Tusome Kiswahili storybooks? Yes _____ No____. If No, why not?
   a. **If yes, follow-up:** How often do you use the Tusome Kiswahili storybooks?
   b. **If yes, follow-up:** Can you tell us about your favourite Tusome Kiswahili storybook?
   c. **If yes, follow-up:** What do you like about the Tusome Kiswahili storybooks? Is there anything you don't like about them?
   d. **If yes, follow-up:** Do you have any difficulties reading these storybooks?
10. Tell us more about the Tusome storybooks. How do you and your teachers use them?
11. Do you find any difficulties reading your Tusome English textbook?
    Yes _____ **No**____ ***If Yes, ask follow-up question.***
    Follow-up (If Yes): What do you find difficult about reading the Tusome English textbook?
    Follow-up: Does anyone help you with reading the Tusome English textbook? Who? How do they help you to read?
12. Do you find any difficulties reading your Tusome Kiswahili textbook?
    Yes _____ **No**____ ***If Yes, ask follow-up question.***
    Follow-up (If Yes): What do you find difficult about reading the Tusome Kiswahili textbook?
    Follow-up: Does anyone help you with reading the Tusome Kiswahili textbook? Who? How do they help you to read?

13. If we could change anything in the Tusome textbooks to help you learn to read and write better in English and Kiswahili, what would you like to change?

14. If we could change anything in the Tusome storybooks to help you learn to read and write better in English and Kiswahili, what would you like to change?

15. Anything else you want to tell us today? Any questions for us today?

Thank you for your time and participation in this study.

6. Head Teacher Key Informant Interview Tool

TUSOME CASE STUDY RESEARCH

Demographic Data

Date (Day-Month-Year):	**Name of Enumerator:** **Name of Note-taker:**
School Type (circle one): **Government Semi-Private (APBET) Special Needs**	**Setting** (circle one): **Rural Peri-Urban Urban**
Gender of Head Teacher: Male_____ Female_____	

Introduction: Good morning everyone!

Rapport: Thank you for sparing time to talk with us today. My name is _____ **[name of enumerator]** and my colleague is [name of note taker]. I am part of a team from the University of Nairobi. As you may know, from 2011 to 2019 the Ministry of Education (with support from USAID) has been involved in promoting Literacy and Numeracy programs in lower grades. From 2011 to 2014, the Ministry piloted a program called Primary Math and Reading Program (also known as PRIMR) of which the Literacy component was then scaled nationwide as Tusome (2014-2019).

Purpose: This week we are speaking with different education stakeholders to understand better what took place and what conditions impacted the program's quality implementation at the school level. From this discussion, we hope to: 1) learn more about what factors enabled the program to be scaled nationwide, 2) identify implementation challenges and how they were addressed. This information will better help USAID to support the agency's objective to support its local partners to become self-reliant and capable of leading their own development journeys.

Time Line: We have about 60 minutes together to discuss this.

Consent: There are no right or wrong answers to these questions. Please feel free to respond openly and do not hesitate to ask me for any clarifications during the discussion. Everything you share with me today will be private and only shared with the research team staff. This is not an evaluation of Tusome. We will not include your name or identity when discussing this meeting or writing reports. Do you have any questions before we start?

Permission to proceed: Is it fine for me to proceed with this interview?

1. **Yes. If Yes, say**: Let us begin.
2. **No. If No,** release those who decline.

Key Informant Interview Guide

1. Have you received training on the Tusome program?
    a. If Yes, **follow-up:** who trained you? How many sessions of Tusome trainings did you attend? Tell us a bit about the Tusome training(s) in relation to your role as head teacher. Tell us about other trainings you have received other than those with Tusome.
    b. If No, **follow-up:** Why were you not trained, and have you received any other training in the last five years?

2. What significant changes have you seen in your school since the implementation of the Tusome program (i.e., from 2014-present)?

3. Who are the primary external persons or organizations that you interact with regarding the Tusome program? (*Possible responses: Ministry, district education officials, NGOs, etc*.)
    Follow-up: What is the nature of your interaction with them?

4. What Tusome interventions (activities) have been implemented to improve your Grade 1-3 teachers' ability to teach reading in English and Kiswahili?
    a. **Follow-up:** Out of the interventions you shared, which made the strongest impact on learners' ability to read in English and Kiswahili, in your opinion? Why?
    b. **Follow-up:** Based on your experience as an instructional leader, how can Grade 1-3 teachers' ability to teach English and Kiswahili be improved further within the Tusome program?

5. How can learners' ability to read in English and Kiswahili be improved further within the Tusome program?

6. Did you participate in the development of Tusome core and supplemental reading instructional materials?
    Yes. **No.**
    If YES, *ask Question 7.*
    If NO, *proceed to Question 8.*

7. What factors were considered in the development of Tusome core and supplementary teaching and learning materials?

8. Describe for us how the Tusome textbooks handle gender stereotypes and biases.

9. Since 2014 how has access to language textbooks and supplementary reading materials in your school changed?

    Follow-up: In your opinion, what role has the Tusome program played in this change?

10. How are the supplementary materials (storybooks) distributed?

11. If you have an increase in learner enrolment how do you obtain extra Tusome textbooks and supplementary materials?

12. What challenges do your Grade 1-3 teachers face when it comes to teaching English and Kiswahili within the Tusome program?
    a. **Follow-up:** What challenges do you have in relation to supporting Grade 1-3 teachers to teach English and Kiswahili within the Tusome program?
    b. **Follow-up:** What suggestions do you have to address those challenges?

13. Are there learners with visual and/or hearing impairment in your school? 1. Yes. 2. No. ***If No, proceed to Question 14. If Yes, ask follow-up questions below.***
    a. **Follow-up:** How does the Tusome program meet the needs of children with visual (or hearing impairment as the case may be) in your school?
    b. **Follow-up:** What are some gaps within the Tusome program regarding learners with other kinds of disabilities?

14. What key components or elements of the Tusome program have been sustained since implementation in 2014? Why have those elements been sustained?

    Follow-up: Did any of the components or elements stop or weaken – Which ones? Why do you think this happened?

15. What mechanisms has the school put in place to support new teachers to implement Tusome?

    Follow-up: Can you tell us more about this?

16. If you were going to advise education officials on how to improve the Tusome program for implementation in other countries in the region, what would your recommendations be?

17. Do you have anything else you would like to share with us about Tusome?

Thank you for your time and participation in this study.

7. NGO_CSO_YOUTH GROUP Focus Group Discussion Tool

TUSOME CASE STUDY RESEARCH

Demographic Data

Date (Day-Month-Year):	**Name of Enumerator:**
NGO/CSO/Youth Group Names:	**Setting** (circle one): **National** **County**

Introduction: Good morning everyone!

Rapport: Thank you for sparing time to talk with us today. My name is _____ **[name of enumerator]** and my colleague is [name of note taker]. I am part of a team from the University of Nairobi. As you may know, from 2011 to 2019 the Ministry of Education (with support from USAID) has been involved in promoting Literacy and Numeracy programs in lower grades. From 2011 to 2014, the Ministry piloted a program called Primary Math and Reading Program (also known as PRIMR) of which the Literacy component was then scaled nationwide as Tusome (2014-2019).

Purpose: This week we are speaking with different education stakeholders to understand better what took place and what conditions impacted the program's quality implementation at the school level. From this discussion, we hope to: 1) learn more about what factors enabled the program to be scaled nationwide, 2) identify implementation challenges and how they were addressed. This information will better help USAID to support the agency's objective to support its local partners to become self-reliant and capable of leading their own development journeys.

Time Line: We have about 60 minutes together to discuss this.

Consent: There are no right or wrong answers to these questions. Please feel free to respond openly and do not hesitate to ask me for any clarifications during the discussion. Everything you share with me today will be private and only shared with the research team staff. This is not an evaluation of Tusome. We will not include your name or identity when discussing this meeting or writing reports. Do you have any questions before we start?

Permission to proceed: Is it fine for me to proceed with this interview?

1. **Yes. If Yes, say**: Let us begin.
2. **No. If No,** release those who decline.

Focus Group Discussion Guide

1. Have you ever been involved in the implementation of the Tusome program?
   1. Yes_____ 2. No____.

   Please write down the ratio of participants that heard about Tusome. (For example, 8 people out of 10 people in this group heard about Tusome, please write down 8/10)

   _____

   *If anyone in this group answers **Yes,** ask Question 2. If no one answers **Yes,** please release them.*

2. Please explain to us what role your organization played, and/or still plays, in Tusome program.

3. Is your group or organization directly involved in material development or other support services? (Yes /No)
   Follow-up, if yes: What materials? (List); How are they used?
   Follow-up, if yes: What support services? (List); How are they offered?

4. Are there any factors that you think contributed positively to the implementation of the Tusome program?

   Follow-up, if yes (list)**:**
   Probe: How about political factors? Socio-economic factors? Teacher qualification? Teacher motivation? Other? General infrastructural differences?

5. Are there any factors that may have negatively affected the implementation of the Tusome program?

6. Were there any challenges you faced during your involvement with Tusome program? **(Yes /No)**

   If Yes **Follow-up (list):** How did you mitigate those challenges? Are there other challenges still affecting Tusome implementation? What suggestions would you make to mitigate the said challenges?

7. How do you plan to continue program activities beyond the program period?

   Follow-up: What factor will contribute toward your success in these activities? Why?

8. Do you have anything else to add to help us better understand what worked well and what could be improved within Tusome? **(Yes /No)**
   Follow-up: If yes, please explain.

Thank you for your time and participation in this study.

8. Parent and PTA Focus Group Discussion Tool

TUSOME CASE STUDY RESEARCH

Demographic Data

Date (Day-Month-Year):	**Name of Enumerator:**
County:	**Number of Male _____ Number of Female _____**

Introduction: Good morning everyone!

Rapport: Thank you for sparing time to talk with us today. My name is _____ **[name of enumerator]** and my colleague is [name of note taker]. I am part of a team from the University of Nairobi. As you may know, from 2011 to 2019 the Ministry of Education (with support from USAID) has been involved in promoting Literacy and Numeracy programs in lower grades. From 2011 to 2014, the Ministry piloted a program called Primary Math and Reading Program (also known as PRIMR) of which the Literacy component was then scaled nationwide as Tusome (2014-2019).

Confirmation: Has your child gone through/is going through the Tusome program? *(A child in Grade 1-3 since 2014 and now)*

1. Yes _____2. No_____.

Purpose: This week we are speaking with different education stakeholders to understand better what took place and what conditions impacted the program's quality implementation at the school level. From this discussion, we hope to 1) learn more about what factors enabled the program to be scaled nationwide, 2) identify implementation challenges and how they were addressed. This information will better help USAID to support the agency's objective to support its local partners to become self-reliant and capable of leading their own development journeys.

Time Line: We have about 60 minutes together to discuss this.

Consent: There are no right or wrong answers to these questions. Please feel free to respond openly and do not hesitate to ask me for any clarifications during the discussion. Everything you share with me today will be private and only shared with the research team staff. This is not an evaluation of Tusome. We will not include your name or identity when discussing this meeting or writing reports. Do you have any questions before we start?

Permission to proceed: Is it fine for me to proceed with this interview?

1. **Yes. If Yes, say**: Let us begin.
2. **No. If No,** release those who decline.

Focus Group Discussion Guide

1. Have you ever heard about Tusome program? **1. Yes** _____**2. No**_____**.** Please write down the ratio of participants that heard about Tusome (For example, 8 people out of 10 people in this group heard about Tusome, please write down 8/10) _____

   If anyone in this group answers **Yes,** ask Question 2. If no one answers **Yes,** please release them.

2. What do you know about the Tusome program?

3. Since the start of the Tusome program, what changes have you seen in your child's reading in English and Kiswahili?

4. Has Tusome program improved your child's access to English and Kiswahili textbooks?
   Follow-up: How has Tusome contributed to the access of English and Kiswahili textbooks?
   Follow-up: what can be done to improve the children's access to the books?
   Follow-up: What is your impression of the Tusome textbooks?
   Follow-up: What suggestions do you have to improve the Tusome textbooks?

5. Has Tusome program improved your child's access to English and Kiswahili storybooks?
   Follow-up: How has Tusome contributed to the access of English and Kiswahili storybooks?
   Follow-up: What can be done to improve the children's access to the storybooks?
   Follow-up: What do you think about the Tusome storybooks?
   Follow-up: What suggestions do you have to improve the Tusome storybooks?

6. Do you interact with your child's language (English and Kiswahili) teacher?

   Follow-up: Who initiates these interactions? How frequent are the interactions?
   Follow-up: Has Tusome program changed your interaction with your child's language (English and Kiswahili) teacher?
   If they say no,
   How can Tusome program improved your interactions with the teachers?
   Follow-up: How does this interaction help you to support your child to read?

7. If you want to know how to support your child to read, who would you go to at the school?

   Follow-up: Are there any community organizations working with Tusome program to help parents support their children to read?
   Follow up: How do these community organizations help to support your child to read?
   Follow up: Do you face any challenges working with community organizations working in the Tusome Program?

8. Does your child bring the Tusome textbooks and storybooks home? Why or why not?

   Follow-up: Does your child read Tusome books while at home?
   Follow-up: Does your child require help in reading Tusome textbooks and storybooks at home?
   If yes, who would help?

9. What kind of reading activities does your child do at home?

   Follow-up: Does the teacher follow-up on the reading activities done at home?
   Follow-up: If so, how?
   Follow-up: If not, why?

10. What are the challenges in your community which impact children's ability to read in Kiswahili and English?

    Follow-up: How are the challenges being addressed by community leaders and the government?

11. Where else can you access reading materials for your child in the community?

12. If we could change anything about school to help your child read and write better in English and Kiswahili, what would you like to change?

13. Is there anything else you want to tell us today about Tusome Program? Do you have any questions for us?

Thank you for your time and participation in this study.

9. RTI Key Informant Interview Tool

TUSOME CASE STUDY RESEARCH

Name of Main Enumerator: _____ **Date:** _____

Introduction: Good morning!

Rapport: Thank you for sparing time to talk with us today. My name is _____ **[name of enumerator]** and my colleague is [name of note taker]. I am part of a team from the University of Nairobi. As you may know, from 2011 to 2019 the Ministry of Education (with support from USAID) has been involved in promoting Literacy and Numeracy programs in lower grades. From 2011 to 2014, the Ministry piloted a program called Primary Math and Reading Program (also known as PRIMR) of which the Literacy component was then scaled nationwide as Tusome (2014-2019).

Purpose: This week we are speaking with different education stakeholders to understand better what took place and what conditions impacted the program's quality implementation at the school level. From this discussion, we hope to: 1) learn more about what factors enabled the program to be scaled nationwide, 2) identify implementation challenges and how they were addressed. This information will better help USAID to support the agency's objective to support its local partners to become self-reliant and capable of leading their own development journeys.

Time Line: We have about 60 minutes together to discuss this.

Consent: There are no right or wrong answers to these questions. Please feel free to respond openly and do not hesitate to ask me for any clarifications during the discussion. Everything you share with me today will be private and only shared with the research team staff. This is not an evaluation of Tusome. We will not include your name or identity when discussing this meeting or writing reports. Do you have any questions before we start?

Permission to proceed: Is it fine for me to proceed with this interview?

1. **Yes. If Yes, say**: Let us begin.
2. **No. If No,** release those who decline.

Section A: How Tusome Scaled Nationwide and Still Maintained Program Quality

1. RTI's early grade reading program (PRIMR) was scaled up nationally as Tusome. Please share with us what RTI's role was in the national scale-up.

2. How was the national scale-up of early grade reading program done?

3. Please outline for us any specific conditions RTI met during PRIMR that convinced and/or motivated USAID and the MoE to scale up the early grade reading program nationally.

4. Please explain how RTI (and MoE) was able to adapt the early grade reading program to the diverse needs and contexts during the national scale-up?

5. Please explain to us if there was any change in Tusome implementation approach or components during the national scale-up?
   Follow-up: What necessitated and/or triggered the change in the implementation approach?

6. Please explain to us if there were any cost implications of the change in Tusome implementation approach.

7. Please explain to us if there were any benefits of the change in Tusome implementation approach.

8. Please describe for us Tusome's sustainability plan.

9. What factors (or conditions) affected, and continue to affect, Tusome program's quality? **Follow-up:** Elaborate on, for instance, education sector factors; teacher factors (e.g., qualifications, attendance, and motivation).

Section B: How Tusome Generated Sufficient Commitment to Scale-Up Nationwide and Still Maintain Program Quality

10. In your opinion, how did the MoE obtain commitment from various education stakeholders to make Tusome a success?
    Follow-up: how did they secure national, county, community, and school level stakeholder commitment?

11. In your opinion, how is MoE ensuring Tusome is not only institutionalized but that it is also sustainable?

12. For any education program to succeed, funding must be available, be sufficient and put to good use. Please describe for us funding arrangements that you know of that point to MoE's commitment to ensuring institutionalization and sustainability of Tusome, amidst its very many other MoE programs.

Section C: How Tusome Built the Right Capacity to Scale Up Nationwide and Still Maintained Program Quality

13. In your opinion, and having worked closely with MoE, what capacity gaps did Tusome program address at the:
    a. national level (MoE Directorates; SAGAs; TSC);
    b. county level (county education officers);
    c. community level (parents); and
    d. school level (School Management Committees; head teachers; teachers; student leadership).

14. How, in your opinion, did Tusome program approach capacity-strengthening of all stakeholders involved at the:
    a. national level (MoE Directorates; SAGAs; TSC);
    b. county level (county education officers);
    c. community level (parents); and
    d. school level (School Management Committees; head teachers; teachers; student leadership).

15. How did Tusome measure capacity?
    a. national level (MoE Directorates; SAGAs; TSC);
    b. county level (county education officers);
    c. community level (parents); and
    d. school level (School Management Committees; head teachers; teachers; student leadership).

16. Please comment on the development of Tusome core and supplemental training materials. **Follow-up:** How did Tusome program handle gender stereotypes and biases in the materials?

17. Please explain challenges, if any, RTI faced during Tusome program implementation? **Follow-up:** How were those challenges mitigated? Are there any challenges that still exist in Tusome implementation? What is the proposed way forward?

18. What contribution has Tusome made to the education sector in Kenya and internationally?

19. Do you have anything to add to help us better understand what worked well and what could be improved within Tusome?

Thank you for your time and participation in this study.

10. Senior Management Ministry of Education Key Informant Interview Tool

TUSOME CASE STUDY RESEARCH

Name of Main Enumerator: _____ **Date:** _____

Introduction: Good morning everyone!

Rapport: Thank you for sparing time to talk with us today. My name is _____ **[name of enumerator]** and my colleague is [name of note taker]. I am part of a team from the University of Nairobi. As you may know, from 2011 to 2019 the Ministry of Education (with support from USAID) has been involved in promoting Literacy and Numeracy programs in lower grades. From 2011 to 2014, the Ministry piloted a program called Primary Math and Reading Program (also known as PRIMR) of which the Literacy component was then scaled nationwide as Tusome (2014-2019).

Purpose: This week we are speaking with different education stakeholders to understand better what took place and what conditions impacted the program's quality implementation at the school level. From this discussion, we hope to: 1) learn more about what factors enabled the program to be scaled nationwide, 2) identify implementation challenges and how they were addressed. This information will better help USAID to support the agency's objective to support its local partners to become self-reliant and capable of leading their own development journeys.

Time Line: We have about 60 minutes together to discuss this.

Consent: There are no right or wrong answers to these questions. Please feel free to respond openly and do not hesitate to ask me for any clarifications during the discussion. Everything you share with me today will be private and only shared with the research team staff. This is not an evaluation of Tusome. We will not include your name or identity when discussing this meeting or writing reports. Do you have any questions before we start?

Permission to proceed: Is it fine for me to proceed with this interview?

1. **Yes. If Yes, say**: Let us begin.
2. **No. If No,** release those who decline.

Section A: How Tusome Scaled Nationwide and Still Maintained Program Quality

1. Can you tell us about the early grade reading program, PRIMR?

2. In your opinion, what are the key success components of PRIMR?

3. As PRIMR was scaled up nationally as Tusome, what role did the Ministry of Education (MoE) play in the scale-up?

4. Are there any benefits of Tusome program in the early grades of the education system in Kenya?
   Follow-up: Describe for us some of those benefits of Tusome program.

5. How, in your opinion, was the national scale-up of the early grade reading program actually done?

6. Please outline for us any specific conditions that convinced and/or motivated you, MoE, to scale up nationally the early grade reading program as Tusome.

7. In your opinion, how has MoE been able to adapt to the needs of different contexts to implement the early grade reading program at national scale?

8. Were there any changes made during the scale-up by the MoE to accommodate the Tusome program?
   Follow-up: If yes, what were those changes and what necessitated and/or triggered the changes?
   Follow-up: Were there any cost implications on the MoE in relation to the changes within Tusome implementation?
   Follow-up: What were those costs? How did the costs affect Tusome implementation?

9. Please explain to us whether, in your opinion, a monitoring and evaluation framework was built into Tusome program.

10. In your opinion, what factors (conditions) affect Tusome program's quality?
    Follow-up: Outline education sector factors; teacher factors (such as qualifications, attendance and motivation).

Section B: How Tusome Generated Sufficient Commitment to Scale-Up Nationwide And Still Maintain Program Quality

11. From your perspective, how did the MoE obtain commitment from various education stakeholders that is necessary for Tusome success.

Follow-up: How was: national, county, community, and school level stakeholder commitment was secured?

12. From your perspective, what the MoE put in place (and continues to do so) to institutionalize Tusome and sustain its benefits.

13. For any education program to succeed, funding must be available, be sufficient and put to good use. From your knowledge, what funding arrangements MoE has put in place to ensure institutionalization and sustainability of Tusome, amidst its many other MoE programs.

Section C: How Tusome Built the Right Capacity to Scale Up Nationwide and Still Maintained Program Quality

14. In your opinion, what MoE administrative and management capacity gaps were addressed by Tusome program at the:
    a. national level (MoE Directorates; SAGAs; TSC);
    b. county level (county education officers);
    c. community level (parents); and
    d. school level (School Management Committees; head teachers; teachers; student leadership).

15. How, in your opinion, did Tusome program approach capacity-building of MoE stakeholders involved at the:
    a. national level (MoE Directorates; SAGAs; TSC);
    b. county level (county education officers);
    c. community level (parents); and
    d. school level (School Management Committees; head teachers; teachers; student leadership).

16. How did Tusome measure capacity? **Go to Question 18. Question 17 is for KICD.**
    a. national level (MoE Directorates; SAGAs; TSC);
    b. county level (county education officers);
    c. community level (parents); and
    d. school level (School Management Committees; head teachers; teachers; student leadership).

17. * **For KICD only:** Please comment on the development of Tusome core and supplemental training materials.
    Follow-up: Relate treatment of, and potential biases in the reading instructional materials to girls and boys.

18. Please describe any implementation challenges of Tusome program from MoE's standpoint.

19. In your opinion, what contribution has Tusome made to the education sector in Kenya (and internationally)?

20. Do you have any other recommendations to help improve within Tusome?
21. Do you have anything to add?

Thank you for your time and participation in this study.

11 USAID Kenya Mission Key Informant Interview Tool

TUSOME CASE STUDY RESEARCH

Name of Main Enumerator: _____
Date: _____

Introduction: Good morning!

Rapport: Thank you for sparing time to talk with us today. My name is _____ **[name of enumerator]** and my colleague is [name of note taker]. I am part of a team from the University of Nairobi. As you may know, from 2011 to 2019 the Ministry of Education (with support from USAID) has been involved in promoting Literacy and Numeracy programs in lower grades. From 2011 to 2014, the Ministry piloted a program called Primary Math and Reading Program (also known as PRIMR) of which the Literacy component was then scaled nationwide as Tusome (2014-2019).

Purpose: This week we are speaking with different education stakeholders to understand better what took place and what conditions impacted the program's quality implementation at the school level. From this discussion, we hope to: 1) learn more about what factors enabled the program to be scaled nationwide, 2) identify implementation challenges and how they were addressed. This information will better help USAID to support the agency's objective to support its local partners to become self-reliant and capable of leading their own development journeys.

Time Line: We have about 60 minutes together to discuss this.

Consent: There are no right or wrong answers to these questions. Please feel free to respond openly and do not hesitate to ask me for any clarifications during the discussion. Everything you share with me today will be private and only shared with the research team staff. This is not an evaluation of Tusome. We will not include your name or identity when discussing this meeting or writing reports. Do you have any questions before we start?

Permission to proceed: Is it fine for me to proceed with this interview?

1. **Yes. If Yes, say**: Let us begin.
2. **No. If No,** release those who decline.

Section A: How Tusome Scaled Nationwide and Still Maintained Program Quality

1. As you are aware, the early grade reading program (PRIMR) was scaled up nationally as Tusome. Please share with us what the Mission's role was in the national scale-up.

2. What was the role of the Ministry of Education (MoE) in the national scale-up?

3. What was the role of RTI in the national scale-up?

4. Please outline for us any specific conditions that convinced and/or motivated you (USAID) and the MoE, to scale up the early grade reading program nationally?

5. What steps were taken to scale up the early grade reading program nationally?
   Follow-up: Why?

6. From your perspective, is there any significant change in laws, policies or actions from Kenya government to support the Tusome scale-up decision or its implementation? If so, what are the key drivers to make such change?

7. Please explain how the MoE (and RTI) was able to adapt or course correct to the needs of the national scale up.

8. Please explain to us if there was any change/modification in Tusome implementation approach? ***(If none, skip to Question 11).***

9. What necessitated and/or triggered the change in the implementation approach?

   Follow-up: Please explain to us if there were any cost implications associated with the change in Tusome implementation approach.

10. Please explain to us if there were any benefits of the change in Tusome implementation approach.

11. Please describe for us Tusome's sustainability plan.

12. In your opinion, what factors (or conditions) positively affected and continue to affect Tusome program's quality?

    Follow-up: Elaborate on, for instance, education sector factors; teacher factors (e.g., qualifications, attendance, and motivation).

13. In your opinion, what factors (or conditions) negatively affected and continue to affect Tusome program's quality?

Follow-up: Elaborate on, for instance, education sector factors; teacher factors (e.g., qualifications, attendance, and motivation).

Section B: How Tusome Generated Sufficient Commitment to Scale-Up Nationwide and Still Maintain Program Quality

14. In your opinion, how did the MoE obtain commitment from various education stakeholders to make Tusome a success?

    Follow-up: How did they secure national, county, community, and school level stakeholder commitment?

15. In your opinion, how is MoE ensuring Tusome is not only institutionalized but also sustainable?

16. For any education program to succeed, funding must be available, be sufficient and put to good use. From your knowledge, what funding arrangements the MoE has put in place to ensure institutionalization and sustainability of Tusome, amidst its very many other MoE programs?

Section C: How Tusome Built the Right Capacity to Scale Up Nationwide and Still Maintained Program Quality

17. In your opinion, how did the Tusome program approach capacity-strengthening of all stakeholders involved at the:
    a. national level (MoE Directorates; SAGAs; TSC);
    b. county level (county education officers);
    c. community level (parents); and
    d. school level (School Management Committees; head teachers; teachers; student leadership).

18. In your opinion and having worked closely with MoE and RTI, what capacity gaps were addressed by Tusome program at the:
    a. national level (MoE Directorates; SAGAs; TSC);
    b. county level (county education officers);
    c. community level (parents); and
    d. school level (School Management Committees; head teachers; teachers; student leadership).

19. How did Tusome measure capacity with the various stakeholders?
    a. national level (MoE Directorates; SAGAs; TSC);
    b. county level (county education officers);
    c. community level (parents); and
    d. school level (School Management Committees; head teachers; teachers; student leadership).

20. Please comment on the development process of Tusome core and supplemental reading instructional materials.
    Follow-up: Can you speak to how RTI addressed potential biases in the development of core and supplemental reading instructional materials to support gender equality and inclusivity?

21. Please explain challenges, if any, USAID faced during implementation of Tusome program.
    Follow-up: How were those challenges mitigated? Are there any challenges that still exist in Tusome implementation? What is the proposed way forward?

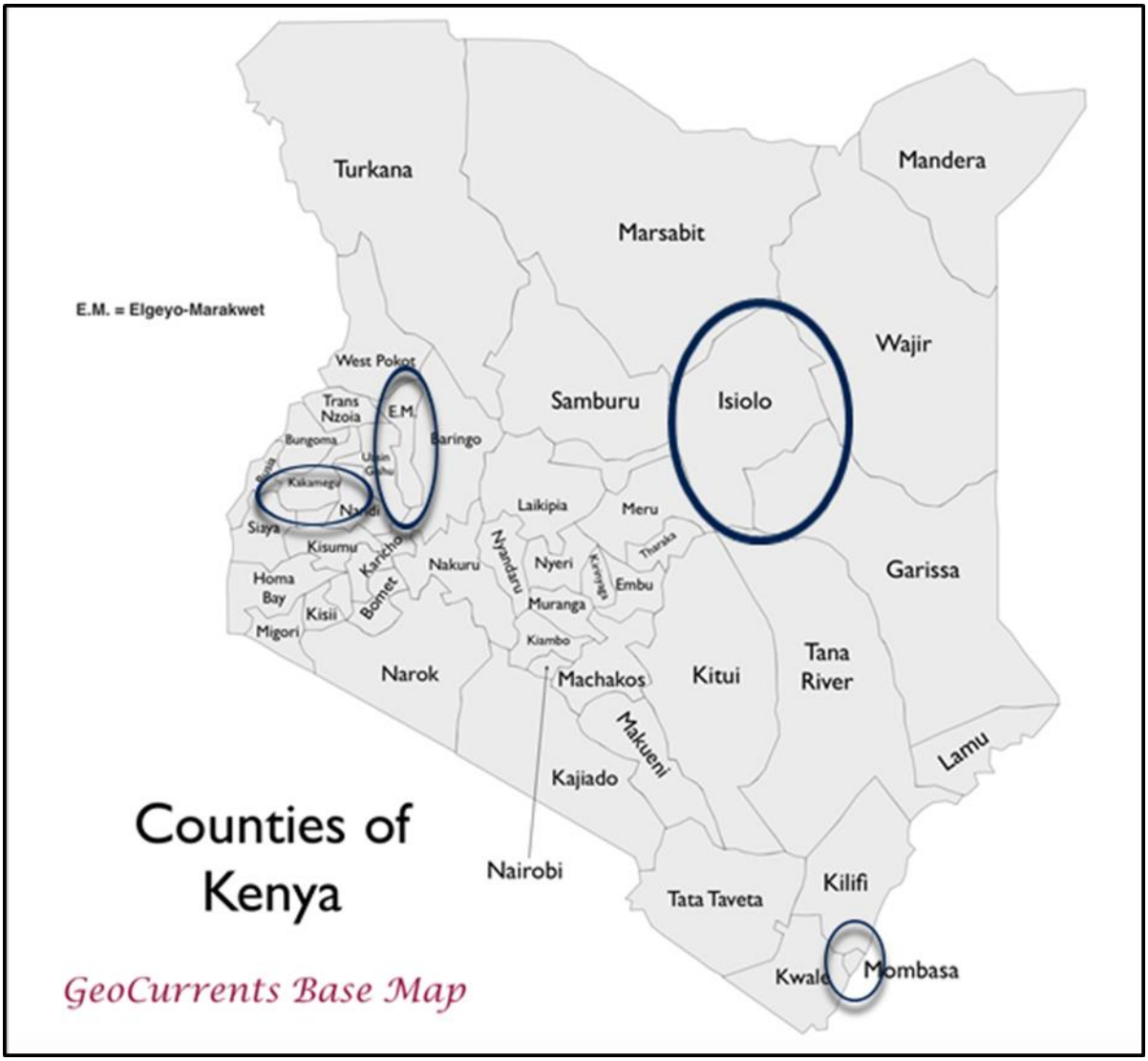
22. What contribution has Tusome made to the education sector in Kenya and internationally?

23. Do you have any recommendations to improve Tusome further?

24. Do you have anything to add?

THANK YOU FOR YOUR TIME AND PARTICIPATION IN THE STUDY

Annex B: Map of Case Study Sites: Mombasa, Isiolo, Kakamega & Elgeyo Marakwet



Source: http://www.geocurrents.info/gc-maps/geocurrents-maps-by-country/geocurrents-maps-of-kenya