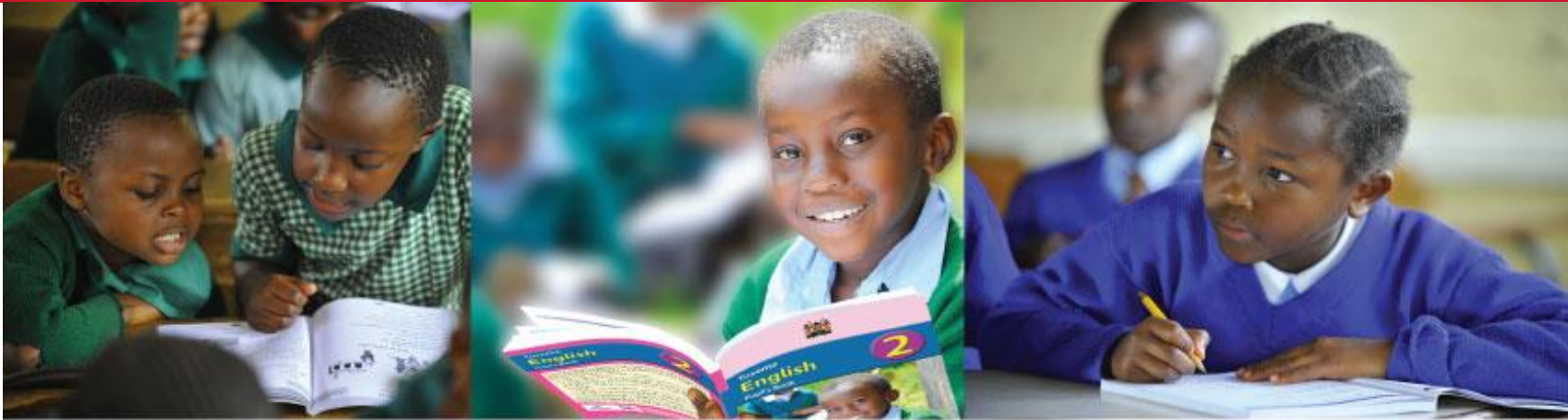




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Sustaining Literacy Intervention through Tusome Pre-service Teachers Training Component

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Background – Overview of Tusome Project

- Scale up of the **PRIMR** project (2011-2014)
- MoE project funded by **USAID**
- For grades 1 – 3
- All SNE schools and units for VI and HI
- Pre-service component for PTTCs, private and public
- Support by 23 youth groups on community and parental involvement
- APBET institutions - 1500

Background – Overall Objectives of Tusome

Overall: Improve literacy outcomes for Class 1,2 &3

- 1. Improve teacher capacity for effective delivery**
- 2. Improve access to appropriate textbooks and supplementary materials in literacy**
- 3. Establish effective and efficient M&E system**
- 4. Enhance use of ICT to support education outcomes**

Background - Tusome's Experience with Pre-service

A **chronological order** of PTTCs intervention.

- **2014 (PRIMR)** – no emphasis on pre-service
- **2015** – sensitization package developed & delivered to PTTCs.
- **From 2016 onwards** – Attempts at practicum, lecturers as trainers & writers of Tusome materials
- **2017** – Preparations for PTTCs package, expansion of Tusome to PTTCs.
- **2018** – Kiswahili and English modules developed.
- **2018** – Training of PTTCs principals, deans and lecturers

Purpose of the Study

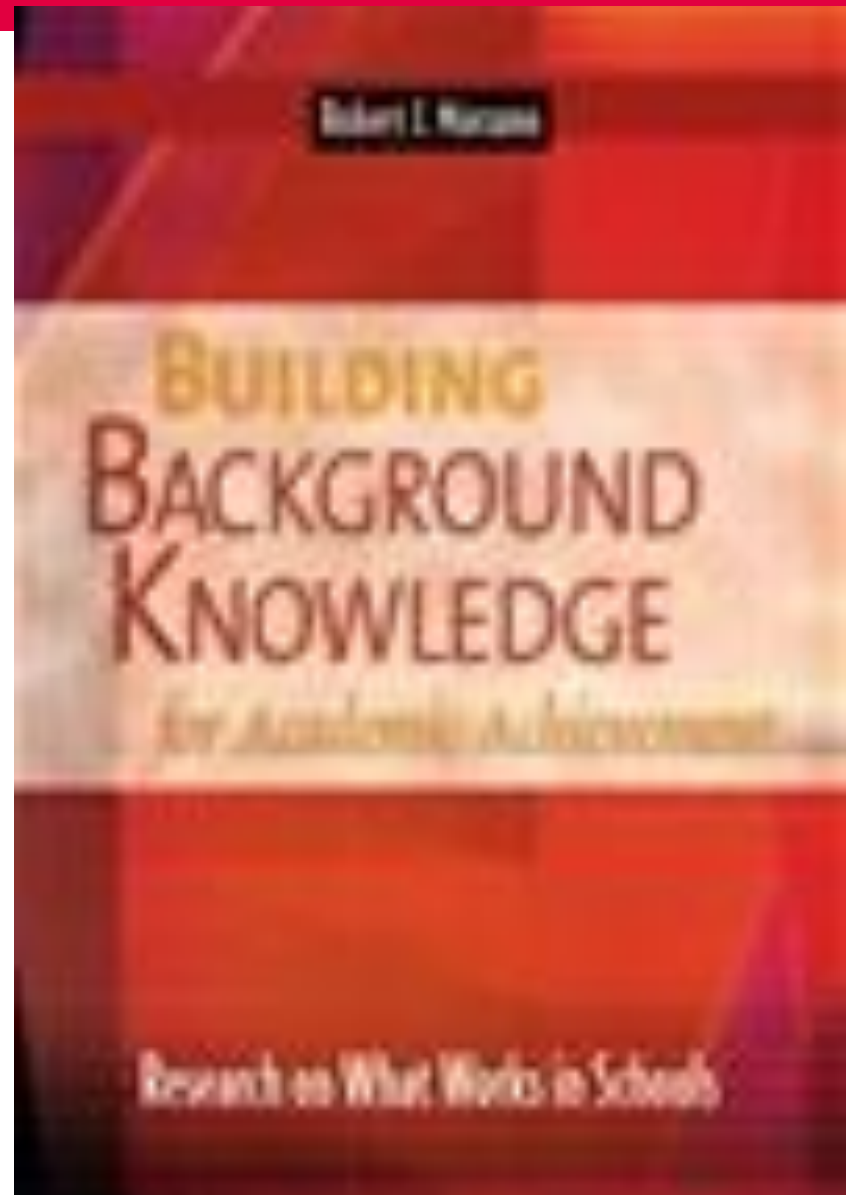
Theme: quality of learning outcomes

RQ1: How is the implementation of Tusome by the teacher trainees?

RQ2: Is there a difference in implementation between English and Kiswahili languages?

RQ3: Is the implementation of Tusome the same for public and private PTTCs?

RQ4: What factors facilitate effective implementation of Tusome by the teacher trainees?



Research methodology

- Cross sectional study
- Quantitative and qualitative design/mixed methods approach
- Sampling – all the public PTTCs conducting TP in term 1, 2019/census (**22 PTTCs**) and sampled private colleges conducting TP (**42 PTTCs**)
- Data collection: February – March 2019.
- Data collected by use a check-list on tablets through classroom observations, interview guide and document analysis



Research Findings

RQ1: How is the implementation of Tusome by the teacher trainees?

- All college English and Kiswahili tutors were trained – private and public.
- all principals and Director of studies were sensitized – private and public.
- Implementation was not monitored and not supported by instruction specialists.
- Only about **30% of the teacher trainees** demonstrated competency on early grade literacy.
- **70%** of the teacher trainees did not demonstrate competency on early grade literacy



RQ2: Is there a difference in implementation between English and Kiswahili languages?

Subject	Mean	Std Error	Unadjusted groups – confidence intervals
Kiswahili	2.59	0.082	2.42 – 2.75
English	2.50	0.084	2.33 – 2.67

The table indicates pairwise comparisons of means by language – the take-up rate for implementation of **Kiswahili was 2.59** while that for **English was 2.5**.

RQ2: Is there a difference in implementation between English and Kiswahili languages? – Contrast by language

Subject	Contrast	Std Error	t-value	p> t
Difference between English and Kiswahili	-0.09	0.118	-0.77	0.443

The table shows that the difference in the means was **0.09**. The *p-value* shows that there was ***no statistical significance in the take-up rate by language*** ($p>0.05$).

RQ3: Is there a difference in implementation by College Type (private or public)

Subject	Mean	Std Error	Unadjusted groups – confidence intervals
Private	2.47	0.080	2.31 – 2.63
Public	2.70	0.080	2.53 – 2.86

The table indicates pairwise comparisons of means by type of college – the take-up rate for implementation in **private colleges was 2.47** while that in **public colleges was 2.70**.

RQ3: Is there a difference in implementation by College Type (private or public)

Subject	Contrast	Std Error	t-value	p> t
Difference between private and public colleges	0.23	0.114	1.97	0.053

The table shows the difference in the means was 0.23. The p-value shows that there was ***no statistical significance in the take-up rate by type of colleges*** ($p>0.05$).

RQ4: What factors facilitate effective implementation of Tusome by the teacher trainees?

From the interview results analysis, the following were the key interventions. We list all that related to 100% feedback.

- Availability of T/L materials – modules, learner and teacher books
- Trained and skilled tutors.
- Syllabus capture of content on early grade literacy.

Lessons learnt and Policy Implications

1. Interview responses point towards importance of early grade literacy at the PTTCs.
2. Support to **classroom implementation** may make a difference.
3. It is worth **implementing a longer period of intervention** beyond one semester to measure if impact may exist.
4. PTTCs diploma design to consider content on early grade literacy.

Thank You

