Moving from “business as usual” to new ways of learning for all (TaRL)

**Goal**
- Goal is to complete the grade level textbook.
- Clearly articulated goals for basic reading and arithmetic. Goal is to ensure basic foundational skills for all.

**Training & Follow Up**
- Resource persons as trainers. Hardly any follow up after training.
- “Leaders of practice” created via “learning by doing” A set of people from the government selected who lead the program. They “practice” the teaching-learning package for 20-25 days and taste “success”. The same team trains teachers and provides on-going on-site monitoring and mentoring.

**Grouping**
- Full class teaching at grade level.
- Children grouped by level rather than by grade for instruction. Children move quickly from one group to next as they progress. “Teaching at the Right Level”.

**Teaching & Activities**
- “Chalk and talk”. Textbook driven.
- Simple framework of daily activities that can be adapted as children progress. (CAMaL – Combined Activities for Maximized Learning). Activities in big groups, small groups and individually. Children learn to work in groups.

**Assessment Measurement Data - Review**
- Pen-paper grade level test done at the beginning of a phase and at the end. “Book end” data.
- Simple quick one-on-one oral assessment used at start for grouping. Similar assessment used periodically to track progress. Data discussion and review at all levels. Aggregate school or class level data used to propel program not child-wise data.
Investing in “Leaders of Practice”

*In many systems, those at the top don’t get their hands dirty. And those lower down are not heard or valued.*

- “Practice classes” by the leaders are a must.

- Practice classes helps a “leader” to gain a first hand experience and understanding of every aspect of what needs to be done. “Learning by doing”.

- Why 20 -25 days of daily practice? Because we have seen from our own work that done right there is visible and substantial progress in 20 days.

- Leading by example. Much easier to convince others via your own achievement. Creating a team of “missionaries” who can communicate with conviction about the “mission” – that substantial and fast progress is possible in helping children acquire basic reading and arithmetic skills.

Changing key priorities and practices in a system is not easy. The path is not linear. Change needs energetic leaders of practice to persistently push at the frontiers of what is possible. The more the investment in creating and equipping the “leaders of practice” the longer is the durability of the effort.

Usual practice – a teaching-learning package “arrives” – manuals, activity booklets, tests etc. Teachers are expected to absorb key features in training and then effectively implement what is to be done.

- In “Teaching at the Right Level”, engagement and participation at all levels in co-creating what needs to be done.
  - Preparing simple texts
  - Adapting practices and materials from elsewhere for your own context
  - Adding locally relevant and appropriate elements

- Moving around to schools support teachers is a key element of a successful program.
  - This is best done by a “leader” of practice who has done a entire cycle by herself/himself and so is familiar with all aspects of what needs to be done.
  - There are different challenges at different stages of a child’s journey – the “mentor” has to be able to help at all stages.
  - There are costs and difficulties in doing this but solutions have to be found to enable on-site ongoing support and mentoring to happen.
Use data in a meaningful way

- Simple data used in multiple ways
- Assessment data is used for guiding classroom practice and also for planning monitoring and mentoring visits.
  - Assessment data used for grouping and for establishing baseline
  - Periodic assessment (midlines) to understand progress and help where needed
  - Data “talk” needed. Discussions at school level and at higher levels so that everyone’s eyes are on the data and data is seen as important and integral to the program
- Do not overload data collection – then it becomes a burden.
- Important to keep data meaningful, fast and frugal. And use it a lot for value.
- None of this is possible unless “leaders of practice” have understood and used data well.
Change on scale is possible but how to sustain momentum year on year.

TaRL Partnership between Govt of Karnataka and Pratham

2017-18 school year
13 districts
Grades 4 and 5
Duration: 3 months
~ 17,000 government schools
~ 450,000 children

Data from schools
Results on scale are visible. But the challenge is how to maintain momentum year on year.
Catch Up: Maintaining Quality at Scale

Ben Simuyandi
TaRL Webinar
February 2019
Outline

• How did Catch Up scale up?

• How was quality maintained as Catch Up scaled?
  – Training
  – Mentoring
  – Team performance
How did Catch Up scale up?
Zambia pilot to scale up (cumulative figures)

- **Pilot**
  - 80 schools
  - 300 teachers

- **2018**
  - 500 schools
  - 2,300 teachers

- **2019**
  - 1,100 schools
  - 5,800 teachers

- **2020**
  - 1,750 schools
  - 8,800 teachers
Training at scale

Design considerations
• Who are your trainers? Is this sustainable?
• How many cascades do you have?
• Classroom practice: how to structure so that mentors and trainers are supported?
• Level of support to trainers.

Some things strengthen and build over time
• Repeated trainings: trainers improve, opportunities to improve manuals, schedule, materials.
• Phased roll out helps to identify champions.

Keep an eye on
• How to get new innovations/changes in the methodology to all existing teachers.
• Simultaneous trainings: system to check on content and attendance.
Mentoring at scale

Design considerations
• What are the current government systems for data collection and entry, and teacher support?
• What can government absorb over time?

Some things strengthen and build over time
• In a system where there is limited external monitoring, experiment to find the right coaches.

Keep an eye on
• Coaching forms: numerical scores vs. written feedback.
• Training: more detailed session on coaching supplemented with coaching opportunities during trainings.
Team performance at scale

Design considerations

• Build teams at smaller intensive scale who can support at larger scale.
• Involving officials at small scale gives them better understanding of what each location is facing at larger scale
• Find ways of supporting large team to focus on key objectives and intervention sustainability

Some things strengthen and build over time

• Identify additional officials or departments to involve

Keep an eye on

• Intermediate scaling phase can be used to try different approaches
• Decide on the activities that we/partners will need to do
Thank you
Scaling Literacy Programs: Evidence from RTI’s Work in Sub-Saharan Africa

Dr. Benjamin Piper
Senior Director, Africa Education
RTI International
National Tusome Early Literacy Programme
Key Feature 1

1:1 books
Key Feature 2

Structured Teachers’ Guides
Key Feature 3

Skill-based teacher training
Key Feature 4

Focused & Frequent Coaching
Problems of Scale

What is responsible for ineffective large scale programs?

1. Low initial take-up
2. Whether “swing” teachers implement
3. Per diem / allowance issues
4. Limited instructional time
5. Lack of integration in government systems
6. Resistance from mid-level civil servants
7. Limited accountability
1. Set & communicate expectations
2. Provide accountability for meeting these expectations
3. Intervene to help struggling schools & kids
# Core Function 1: Kenya’s Literacy Benchmarks

<table>
<thead>
<tr>
<th>Language</th>
<th>Benchmark levels (cwpm)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Emergent</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>17</td>
</tr>
<tr>
<td>English</td>
<td>30</td>
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</table>
Core Function 1: Materials Distribution
Core Function 1: Materials Utilization

75% of teachers are teaching 75% of the lessons

<table>
<thead>
<tr>
<th>Total Lessons</th>
<th>75th</th>
<th>50th</th>
<th>25th</th>
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</thead>
<tbody>
<tr>
<td>Lessons Taught</td>
<td>150</td>
<td>137</td>
<td>126</td>
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<tr>
<td>% of the lessons taught</td>
<td>91</td>
<td>84</td>
<td>75</td>
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</table>
Core Function 2: Coaches using tablets
## Core Function 2: National & Regional Data for Accountability

### TUSOME

**Year:** 2017  |  **Month:** Sep

#### CSO Report (2017 Sep)

**Counties**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Ali</td>
<td>21714 (88%)</td>
<td>25 (57%)</td>
<td>40 (44%)</td>
<td>70 (0%)</td>
<td>21 (60%)</td>
<td>26 (39%)</td>
<td>48 (0%)</td>
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<tr>
<td>Baringo</td>
<td>311 (46%)</td>
<td>24 (64%)</td>
<td>35 (27%)</td>
<td>72 (0%)</td>
<td>22 (72%)</td>
<td>25 (34%)</td>
<td>46 (0%)</td>
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<tr>
<td>Bomet</td>
<td>301 (63%)</td>
<td>17 (28%)</td>
<td>32 (24%)</td>
<td>61 (0%)</td>
<td>16 (50%)</td>
<td>20 (10%)</td>
<td>34 (0%)</td>
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<tr>
<td>Bungoma</td>
<td>412 (51%)</td>
<td>19 (45%)</td>
<td>40 (28%)</td>
<td>60 (0%)</td>
<td>17 (60%)</td>
<td>26 (39%)</td>
<td>43 (0%)</td>
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<tr>
<td>Busia</td>
<td>276 (62%)</td>
<td>18 (37%)</td>
<td>39 (42%)</td>
<td>56 (0%)</td>
<td>18 (63%)</td>
<td>24 (35%)</td>
<td>58 (0%)</td>
</tr>
<tr>
<td>Elgeyo Marakwet</td>
<td>293 (74%)</td>
<td>21 (49%)</td>
<td>41 (30%)</td>
<td>67 (0%)</td>
<td>12 (59%)</td>
<td>21 (25%)</td>
<td>45 (0%)</td>
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<tr>
<td>Embu</td>
<td>221 (57%)</td>
<td>18 (30%)</td>
<td>38 (31%)</td>
<td>61 (0%)</td>
<td>19 (67%)</td>
<td>20 (22%)</td>
<td>42 (0%)</td>
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<tr>
<td>Garissa</td>
<td>49 (23%)</td>
<td>16 (53%)</td>
<td>28 (29%)</td>
<td>50 (0%)</td>
<td>20 (88%)</td>
<td>28 (16%)</td>
<td>36 (0%)</td>
</tr>
<tr>
<td>Homa Bay</td>
<td>982 (110%)</td>
<td>23 (50%)</td>
<td>38 (43%)</td>
<td>74 (0%)</td>
<td>20 (76%)</td>
<td>25 (39%)</td>
<td>49 (0%)</td>
</tr>
</tbody>
</table>
Core Function 2: GPS data

The calculated average out of all individual assessment results from all qualifying classroom visits in the selected month to date, divided by the number of assessments conducted.

**KNEC benchmark** is the percentage of those students that have met the KNEC benchmark for either Kiswahili or English, and for either class 1, class 2 and class 3 of all the students assessed for those subjects. The benchmarks for class 3 are yet to be defined.
Core Function 3: Intervening to Help Struggling Schools

• Data used to **target** weak implementation
• Coaches
  – follow up on weak teachers and schools
  – Jordan RAMP
• Teachers
  – Provide additional support to struggling learners
• Technology **hasn’t been used**
• **Limited evidence** of learner differentiation
Did it Work?
External Evaluation by MSI
(Freudenberger & Davis, 2017)
Large Scale Programs –
Gains in Oral Reading Fluency

<table>
<thead>
<tr>
<th>Country</th>
<th>Increase in Oral Reading Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordan</td>
<td>21</td>
</tr>
<tr>
<td>Malawi</td>
<td>11</td>
</tr>
<tr>
<td>Nepal</td>
<td>6</td>
</tr>
<tr>
<td>Rwanda</td>
<td>4</td>
</tr>
<tr>
<td>Uganda (average)</td>
<td>4</td>
</tr>
<tr>
<td>Kenya - Kiswahili</td>
<td>3</td>
</tr>
<tr>
<td>Tanzania</td>
<td>4</td>
</tr>
<tr>
<td>Kenya - English</td>
<td>21</td>
</tr>
</tbody>
</table>

Baseline | Year 1 | Year 2 | Year 3 | Year 4
0 | 2 | 6 | 7 | 4

Increase in Oral Reading Fluency
Tusome Average Effect Sizes

![Bar chart showing average effect sizes for English and Kiswahili in Grade 1 and Grade 2. English: Grade 1 = 0.67, Grade 2 = 1.04; Kiswahili: Grade 1 = 0.63, Grade 2 = 0.76.](chart.png)
1.2 million children
Reflections

• Importance of systems thinking
• Simplicity is an asset
• Increase research on scale
• Potential for meaningful impact
Thank you!
bpiper@rti.org
Thank you!

Visit tarl.info to learn more!