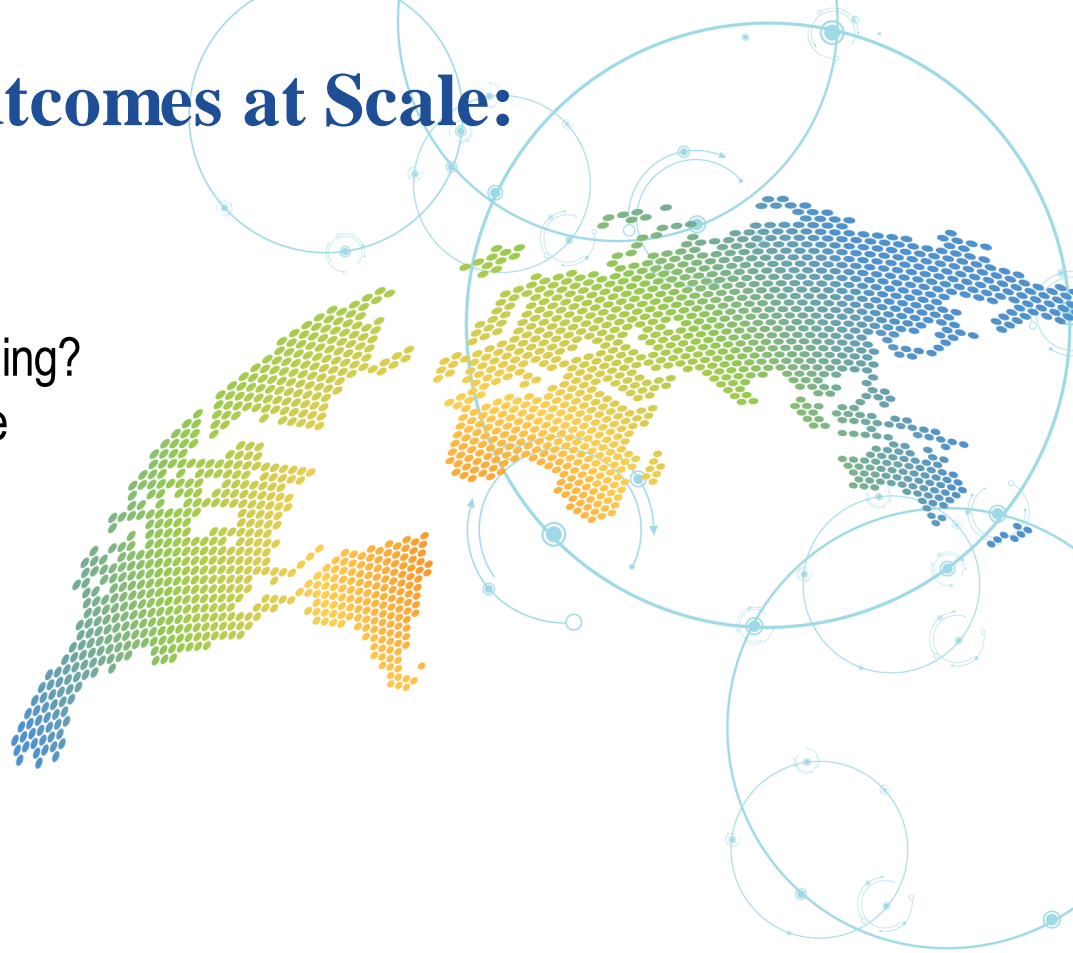


# Improving Learning Outcomes at Scale: A Regional Perspective

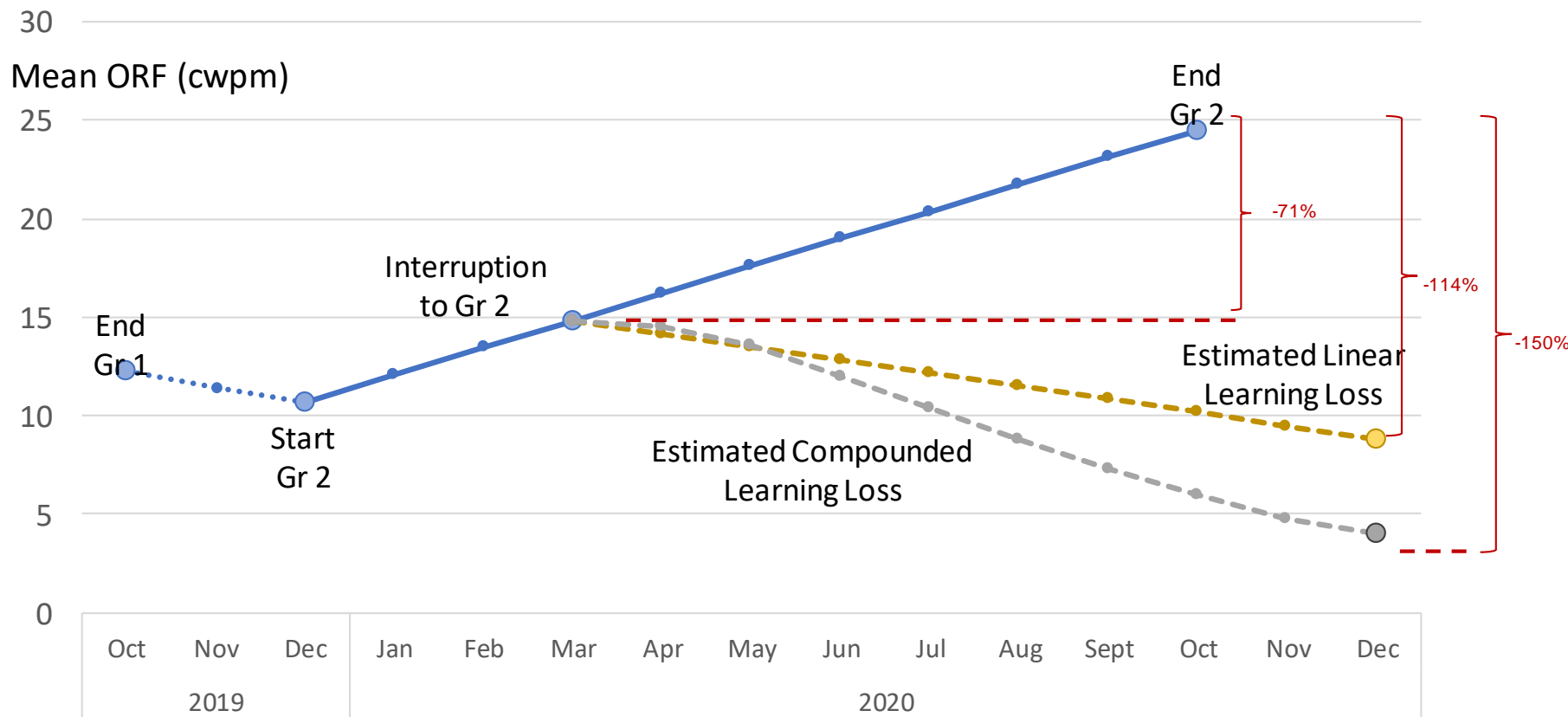
Education in Kenya: What are we Learning?  
Investing in Education for a better future  
Impact Philanthropy Africa Forum

11 June 2021

Dr. Benjamin Piper, RTI International

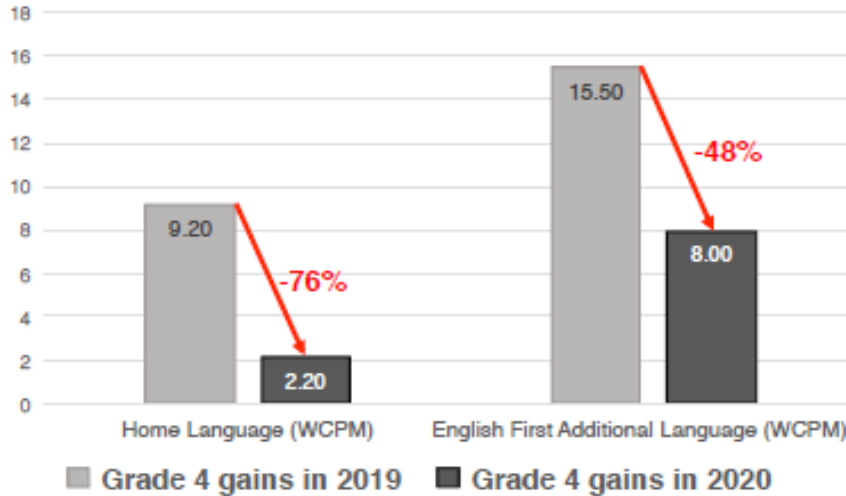


# Estimating Learning Loss: Kenya Grade 2 (Kiswahili)

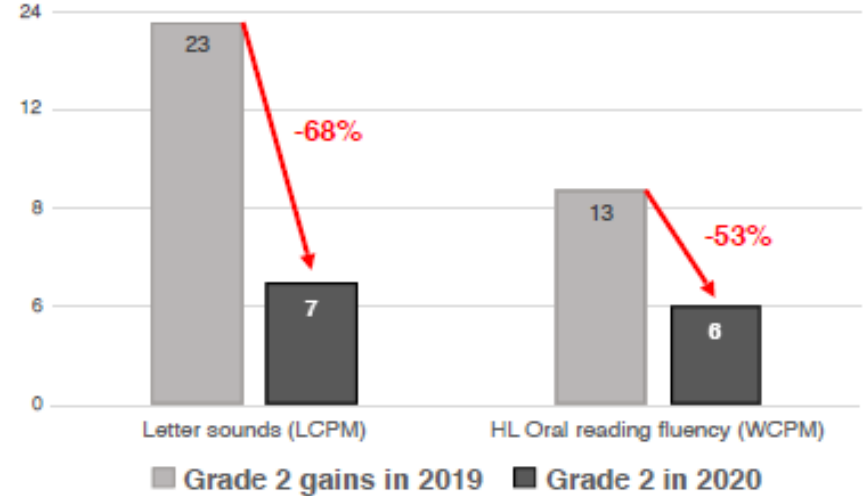


# Maybe distance learning helped?

Panel A (Mpumalanga)



Panel B (Eastern Cape)



South Africa shows it **didn't work**

Business as usual

Won't work

# Implications of Learning Loss

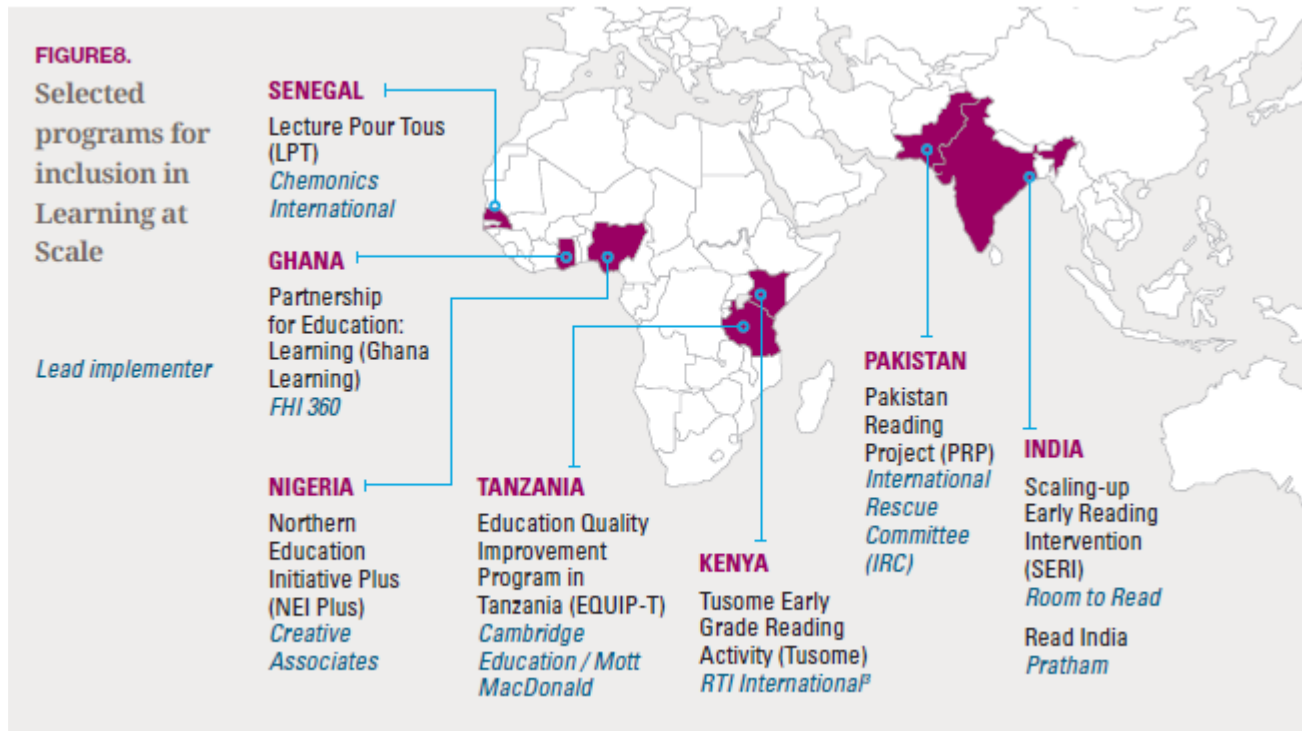
- Expect **significant** learning loss
- Learning loss is **not** evenly distributed
- Remote learning **didn't work**
- Focus on **teaching** for **catch-up**
- **Target** the most disadvantaged
- We need **better pedagogy**, better teaching

What do we know

About Scale

# Learning at Scale study

## Highly Effective Large-Scale Programs



# Instructional Practice Findings



Teachers focused on the relationship between sounds and letters through **phonics-based instruction**



Teachers used **systematic and explicit direct instruction** pedagogical approaches



Programs increased the amount of **instructional time** available for reading



The largest amount of instructional time within lessons was **dedicated to reading**



Students consistently used **improved reading materials**



Students were engaged through a variety of **instructional activities**



Teachers were motivated by **active student engagement** and learning



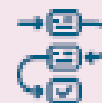
# Instructional Support Findings



Training focused on the use of **modeling and practice** of new instructional approaches



Initial training was typically **face to face**



Coaches were **provided structure** in how they supported teachers



**Teachers' guides** simplified the instructional process



Students were provided **books at a 1:1 ratio**

Teacher support was **positive and collaborative**



Teachers' **confidence** was increased



Teacher support happened frequently and **helped teachers solve problems** that they faced

# System Support Implications

1

Programs established **clear priorities** for the instructional changes that they were introducing.



2

Program priorities were **aligned with existing government plans** and priorities.



3

Key ministry personnel at the district level were engaged to **communicate program expectations down the system**, to support improved instruction.

4

**Regular program and government monitoring** reinforced the focus on improved teaching and learning outcomes as priorities in the system.



5

**Capacity building efforts** led to gradual transfer of responsibility from implementing partners to education system actors and eventual ownership of program-supported changes.



What do we know

About Scale in Kenya

# Tusome & Tayari – 4 Components

Tusome – Grade 1-3 (National)

Tayari – PP1 & PP2 (4 counties)

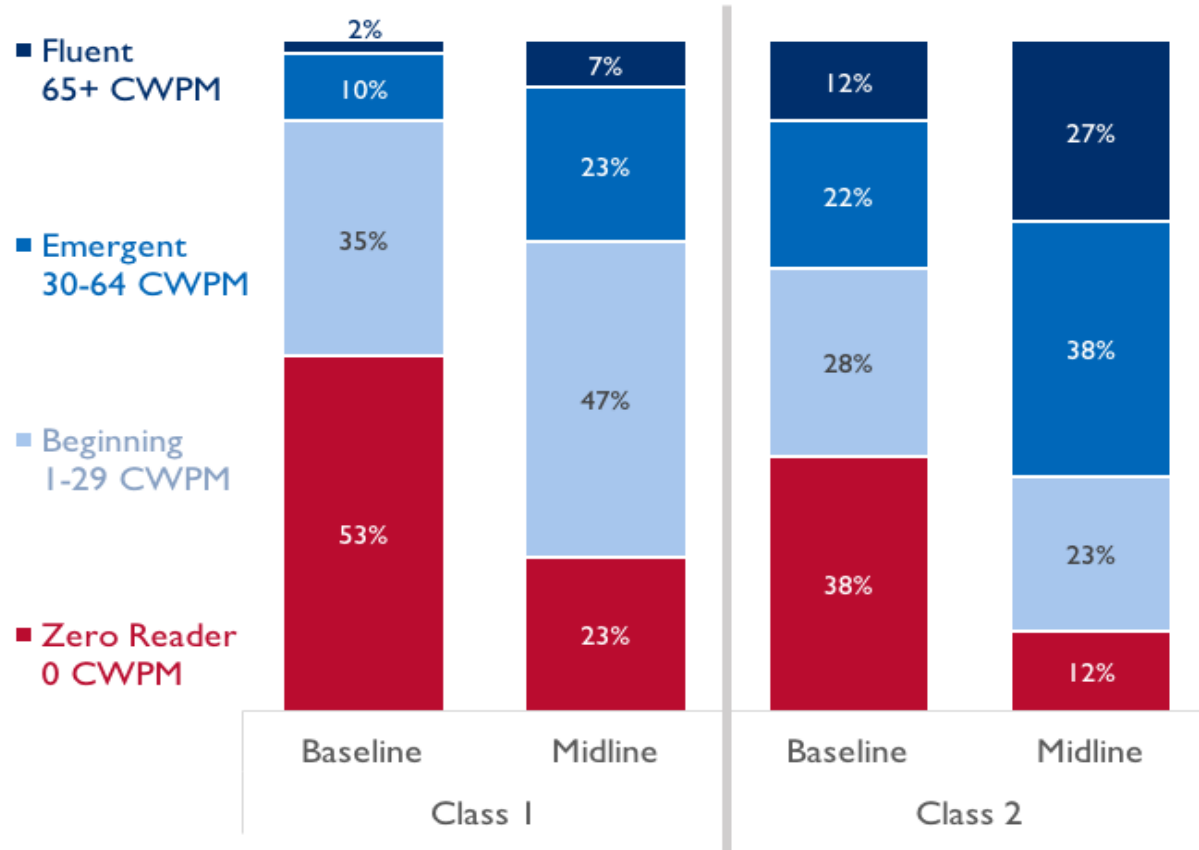
## 4 Components for Tusome/Tayari

1. Books for every learner
2. Teachers' guide with lesson plans linked to books
3. Skills based teacher training
4. Coaching and teacher support

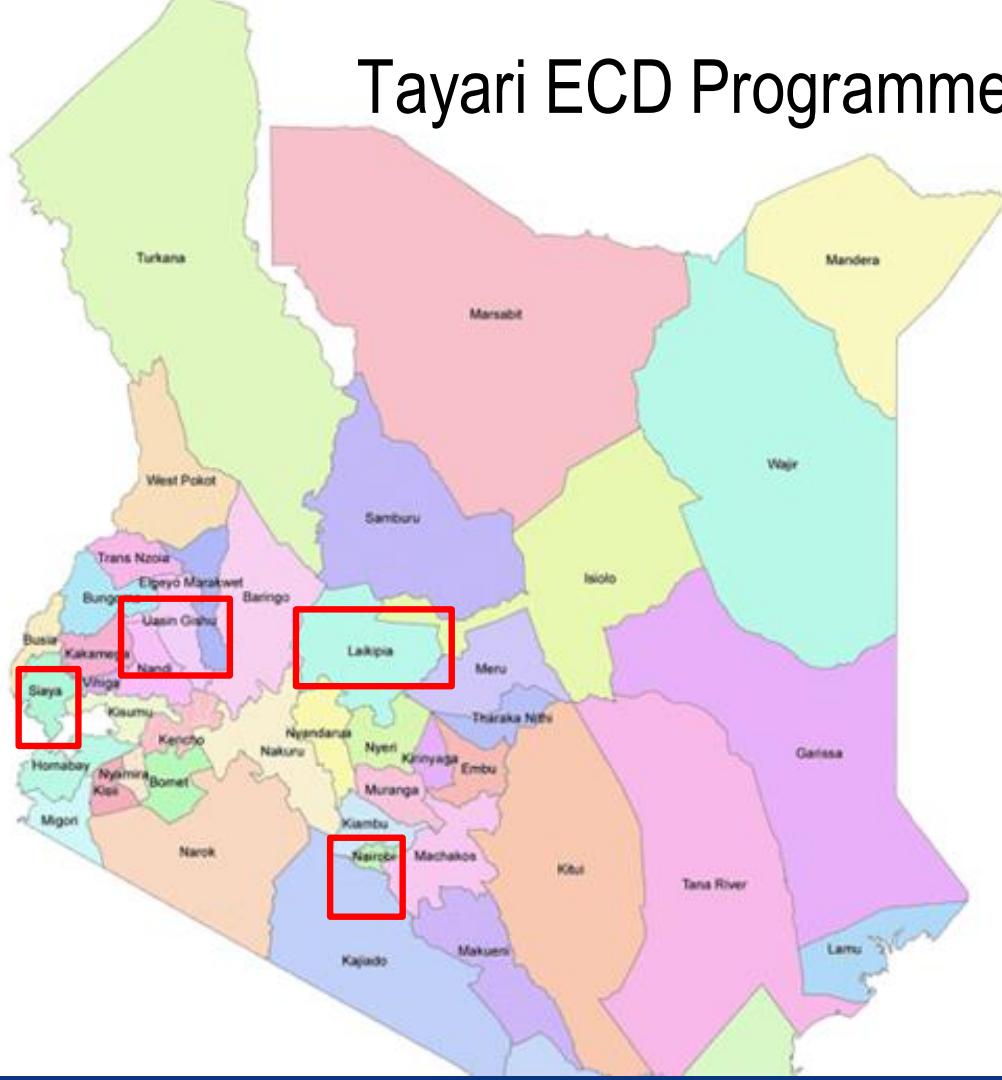
# Tusome National Early Literacy Programme



# Tusome's Impact on English



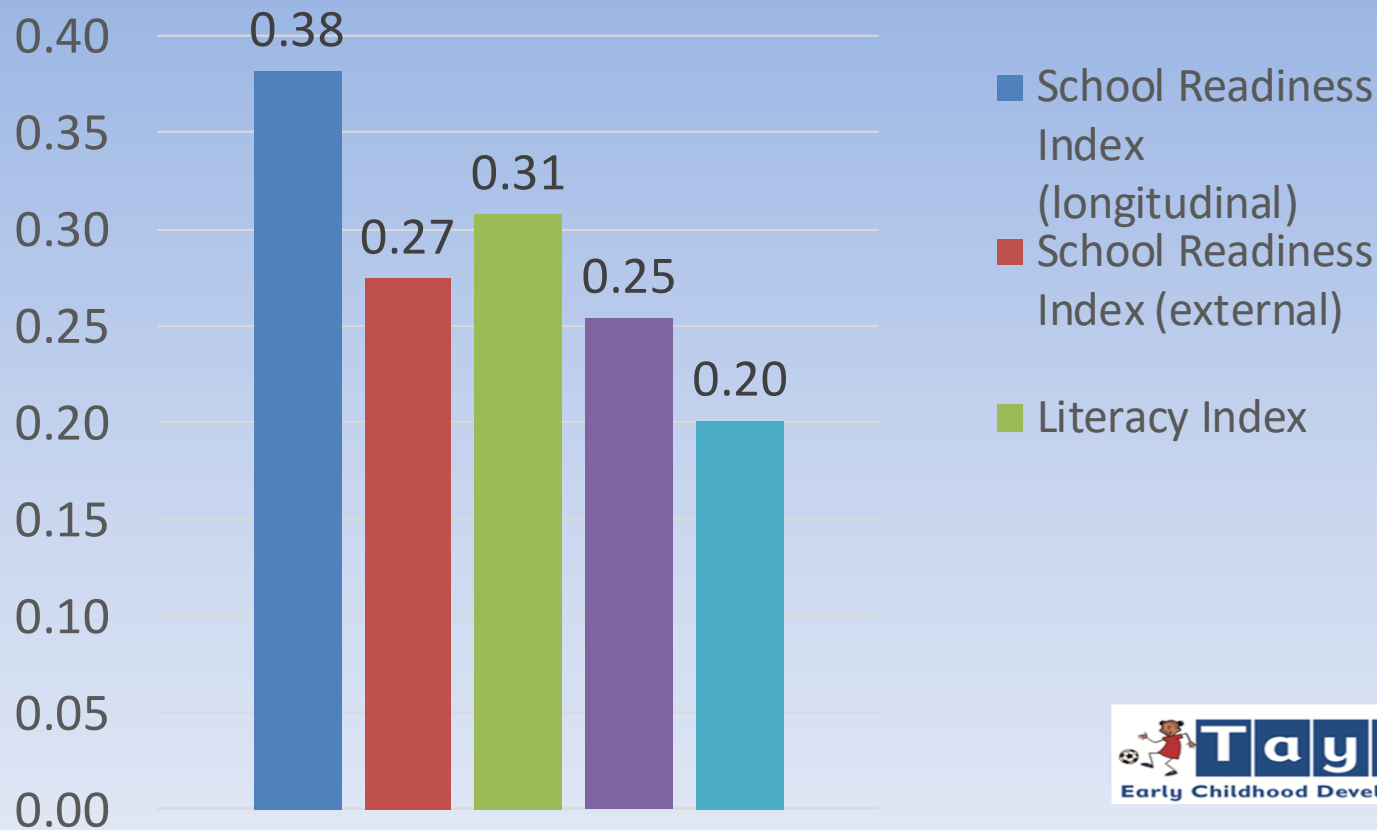
# Tayari ECD Programme



## Tayari Counties

- Laikipia
- Uasin Gishu
- Siaya
- Nairobi
- Nairobi APBET

# Tayari Impacts for PP1 (Effect size in SD)





# Implications

1. Push against **business as usual**
2. Design programs for **scale**
3. Structured programs **can work**, if done well
4. Push for **tight links**
5. Advocate for **data and accountability**
6. Advocate for teachers' guides with **lesson plans**
7. Push against normal teacher training – instead, **skills and practice**
8. Push and use [resources](#)

# Structured Pedagogy How-to Guides





**Thank you!**  
**[bpiper@rti.org](mailto:bpiper@rti.org)**

# Impact across the distribution of reading levels

## Kenya grade 2 (Kiswahili)

