



TaRL Webinar Series

Session 3: Mentoring and Monitoring

December 7, 2017





PRATHAM EDUCATION FOUNDATION

TaRL Webinar Series: Mentoring & Monitoring in TaRL

December 2017



Pratham

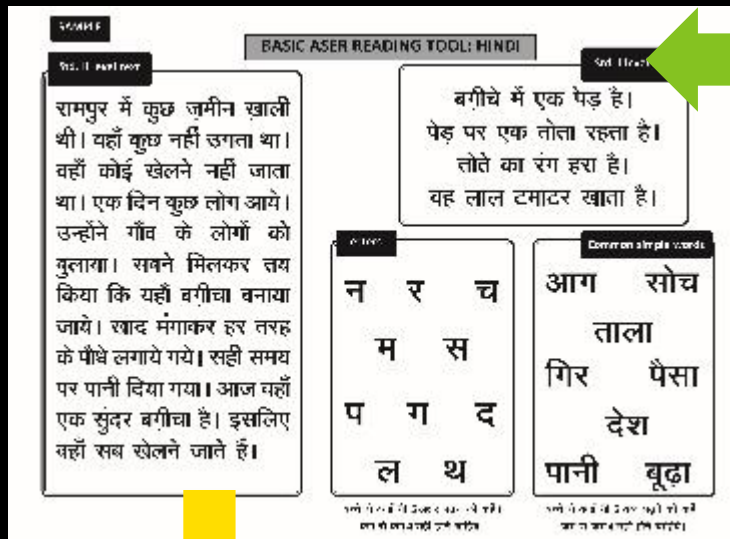
Every Child in School & Learning Well

Quick Recap: What have we learned so far?

- Children, who are 8 and older and have been in school for a few years, can “pick up” quickly.
- Teaching needs to start at the level of the child. This is what is meant by “Teaching at the **Right level**”.
- Focus on helping children with basic **reading, understanding, expressing** as well as **arithmetic** skills – these are foundational building blocks that help a child to move forward.
- Intensive & effective strategies are needed to enable children to “**catch up**” in a short period of time.



Quick Recap: What is Teaching at the Right Level?



Simple one-on-one assessment done to group Grade III, IV & V children by level rather than by grade.

Similar assessment used for tracking children's progress.

For each group there are a set of simple activities and materials appropriate for their level.



Children learn in groups and also individually.

Teachers or instructors do activities with groups.

Children's groups are made according to the basic assessment. Available teachers or instructors allocated to facilitate easy to do group activities and to guide children's work.



As children make progress they move into the next group.



What are the key elements of our solution?

IDENTIFY THE PROBLEM

SET ACHIEVABLE GOALS

DEVISE AN IMPLEMENTATION PLAN AND SET TEAM STRUCTURE

CAPACITY BUILDING AND TRAINING OF LEADERS AND INSTRUCTORS

ENSURE DAILY "PRACTICE" TIME FOR AT LEAST 15-20 DAYS EVEN FOR LEADERS

IMPLEMENT COMPLETE APPROACH INCLUDING ASSESSMENT WITH INSTRUCTORS

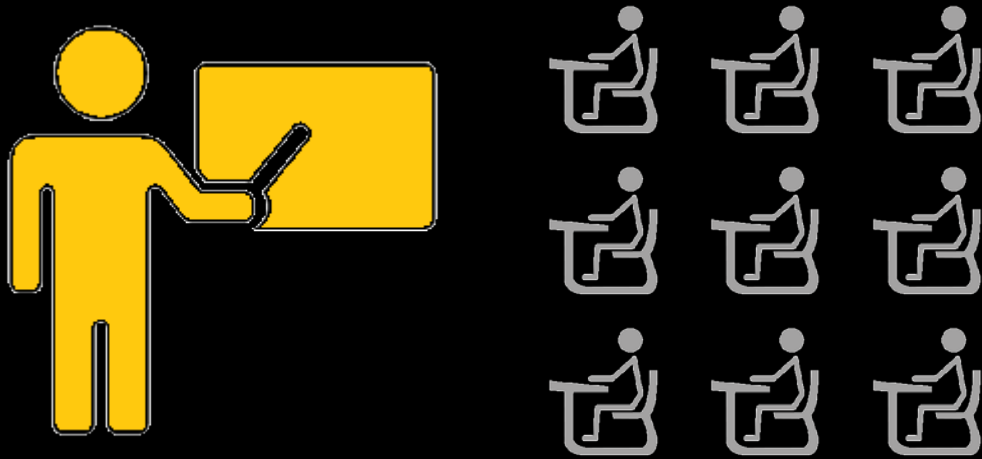
MONITOR AND SUPPORT IMPLEMENTATION VIA LEADERS

PERIODIC REVIEW AND ASSESSMENT OF IMPACT

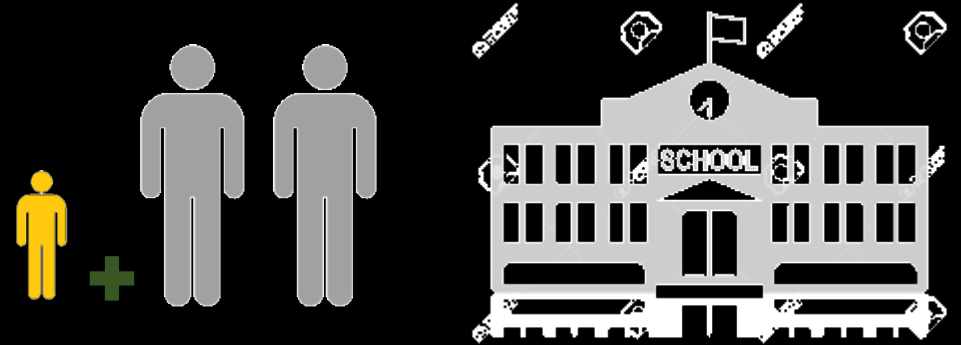
COURSE CORRECTION AND FUTURE PLANNING

Building a Team to Lead

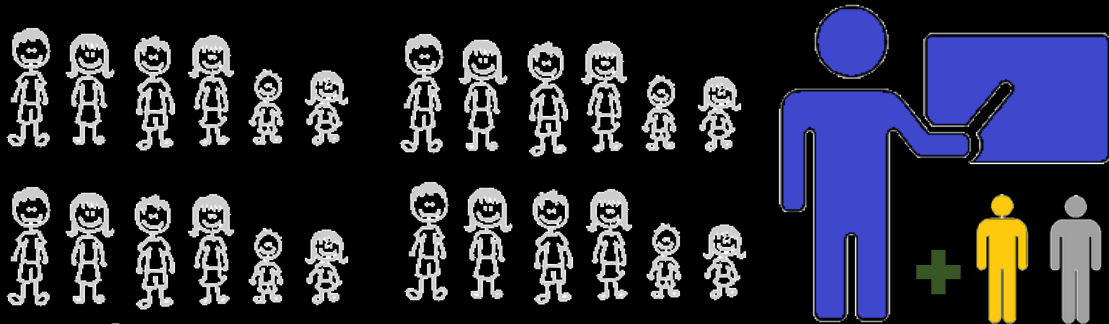
1 Pratham team train block and cluster teams



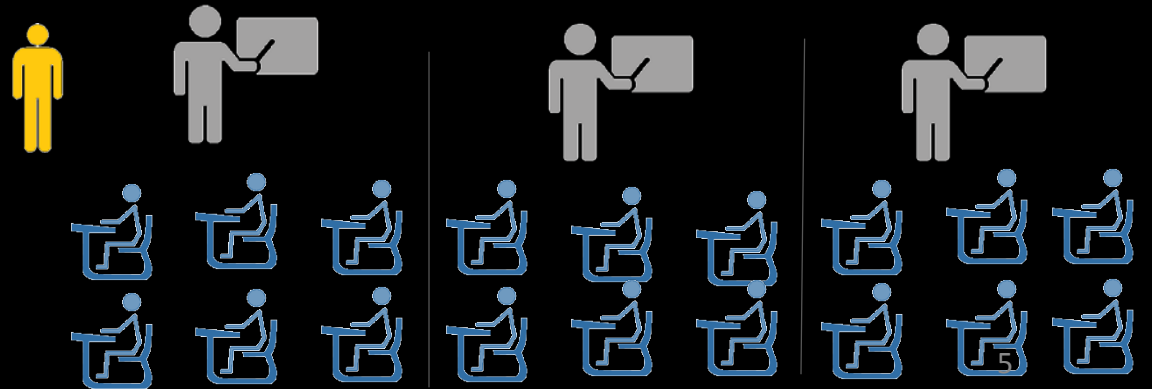
2 Practice class (daily for 15-20 days) are conducted by the Govt teams



4 Govt. school teacher teach students as per Pratham methodology



3 Govt. Master Trainers (who have been trained & themselves conducted practice classes) train Govt. school teachers



Mentoring & Monitoring: How does this work?

- Multi-stakeholder teams to support implementation with clear definition of roles and responsibilities
- Systematic plan for monitoring support including:
 - Movement plan for mentors at all levels
 - Monitoring guidelines for all mentors
 - Review schedules, at all levels
 - Agenda for reviews -> example
- Ensure process is participatory and supportive, and not detached and inspective
- Continuous feedback and stock-take mechanisms up to the highest level of authority

EXAMPLE OF REVIEW AGENDA

- Attendance – status and suggestions for improvement
- Assessment – status and sense of how much teachers understand assessment data and are guided by it
- Grouping of children – status and appropriateness as well as how much change in groups since last visit
- Teaching learning materials – status and appropriateness – what did mentor do to demonstrate better use of materials
- Activities – what did mentor see, what did mentor demonstrate, challenges faced
- Progress – status, change. Challenges faced by teachers and suggestions for helping children at different levels to move to the next level
- Other items for discussion

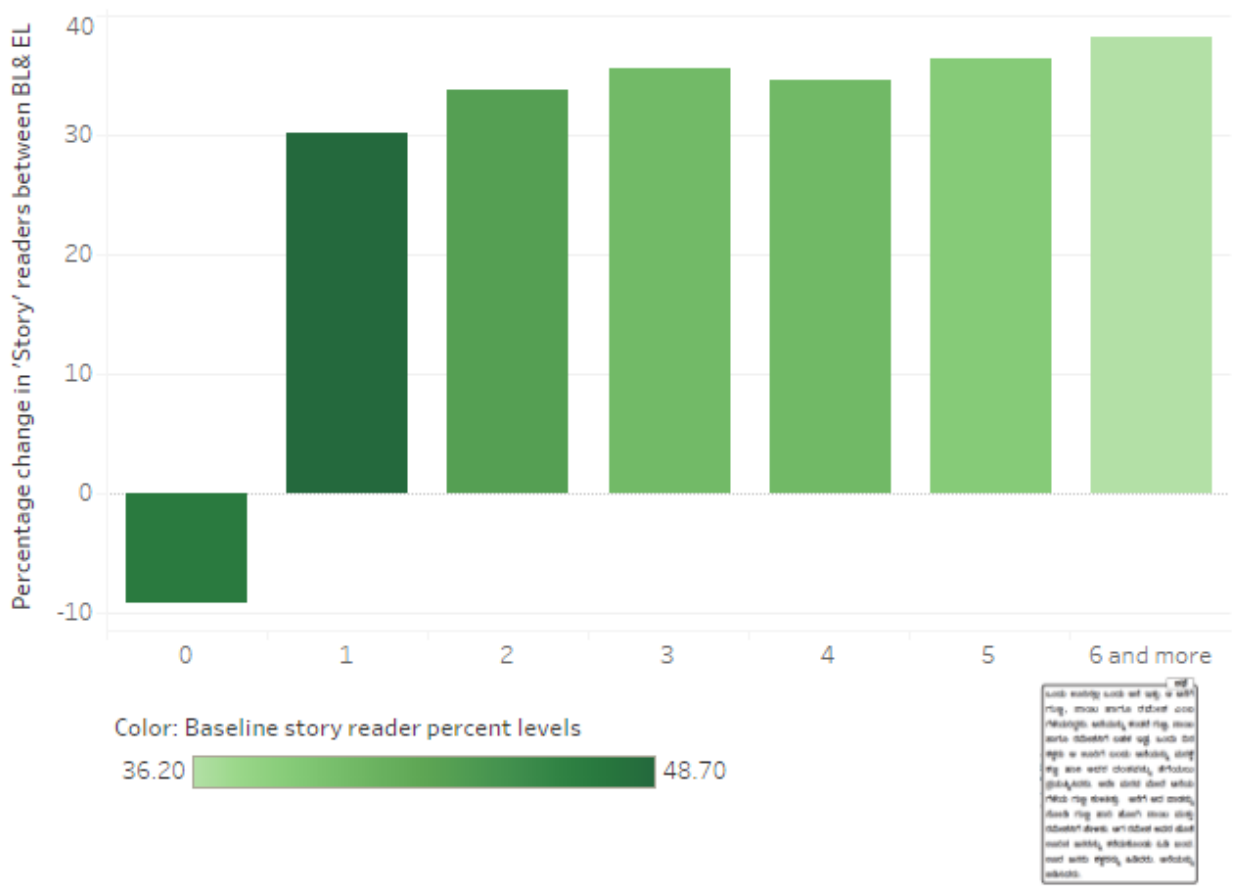
Does this approach to monitoring work?

District: (All)

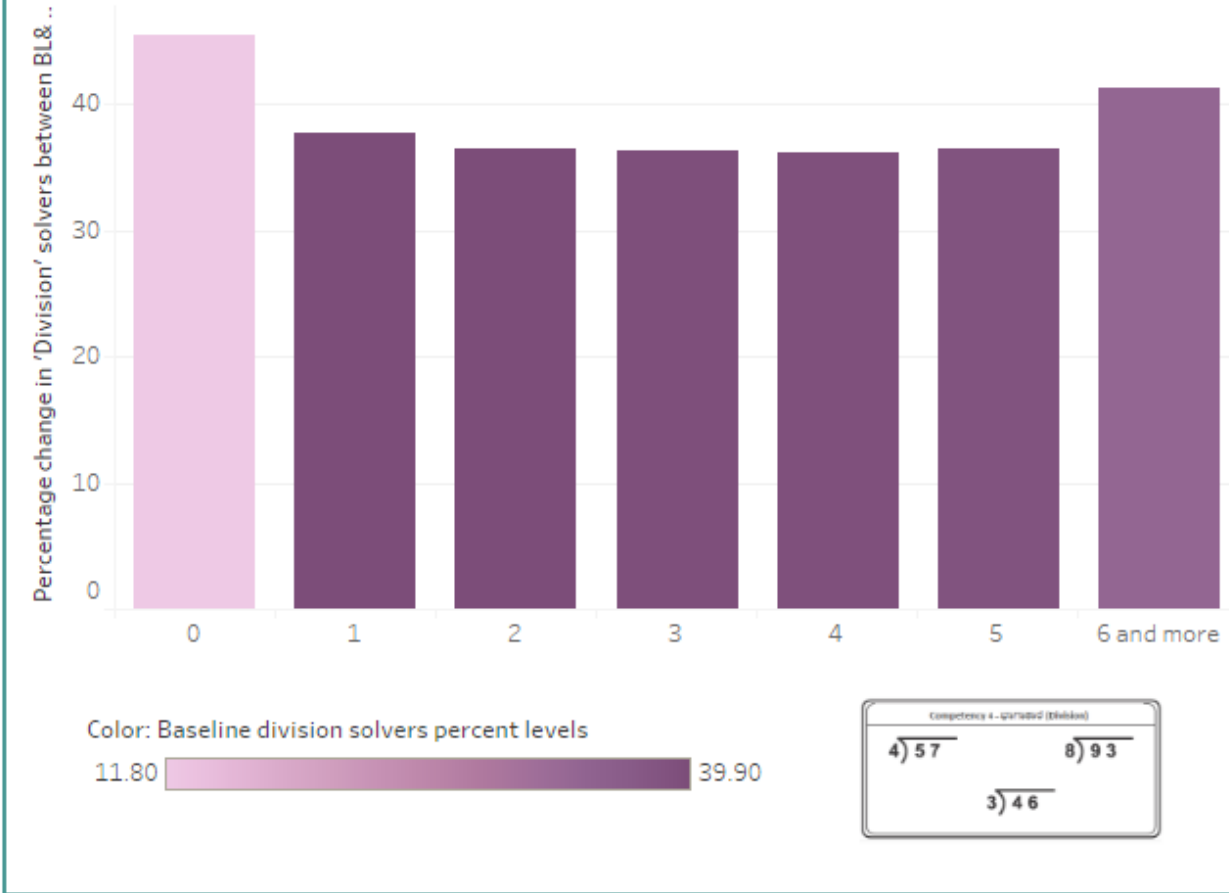
Block: (All)

Cluster: (All)

Number of visits and story readers



Number of visits and division solvers



The above graphs show the improvement between BL & EL by the number of visits for a partnership program in an Indian state. The visits were thoughtfully planned, such that the schools having **lower BL levels** received **maximum visits**.

What is essential to make this work?

- **Bottom-up alignment to the program:** Across all program stakeholders – Pratham, Government, Community (as the case may be)
- **First hand experiences from the practice classes/ program implementation:** Having first-hand experience of implementation allows mentors to identify and subsequently have the ability to solve major instructional and logistical challenges, Personal observations and reflections lead to a stronger belief in the activities and that learning levels can be improved
- **Timely data entry and reporting:** Ensuring data is available at all levels to support mentoring process
- **Setting priorities/ focus areas based on results:** Using data and to prioritize support areas including particular schools/ instructors
- **Continuous feedback/review mechanisms:** Structured reviews at all levels of authority, ensuring feedback loop is closed, input to program and future planning



Pratham

Every Child in School & Learning Well

THANK YOU



Coaching, accountability, and evidence in a large scale instructional reform: The case of the Tusome national literacy program

Dr. Benjamin Piper
RTI International

Literacy Programs in Kenya

- **PRIMR** – 2011-2015
 - 1384 schools
 - 250,000 children
 - Through GoK
 - Medium scale pilot
 - Compared coaching ratios
- **Tusome** – 2015-2019
 - All 23,800 schools
 - 6.4 million children
 - 23.5 million books
 - 106,000 teachers
 - PRIEDE numeracy



National Tusome Early Literacy Programme



lake
face

Mike
rice

● sh o p
shop

f i sh
fish

ch o p
chop

ch a t
chat

on words.

Prac eading the common words.

cold

say



have

say

your

the story.

Look at picture. Read the story.

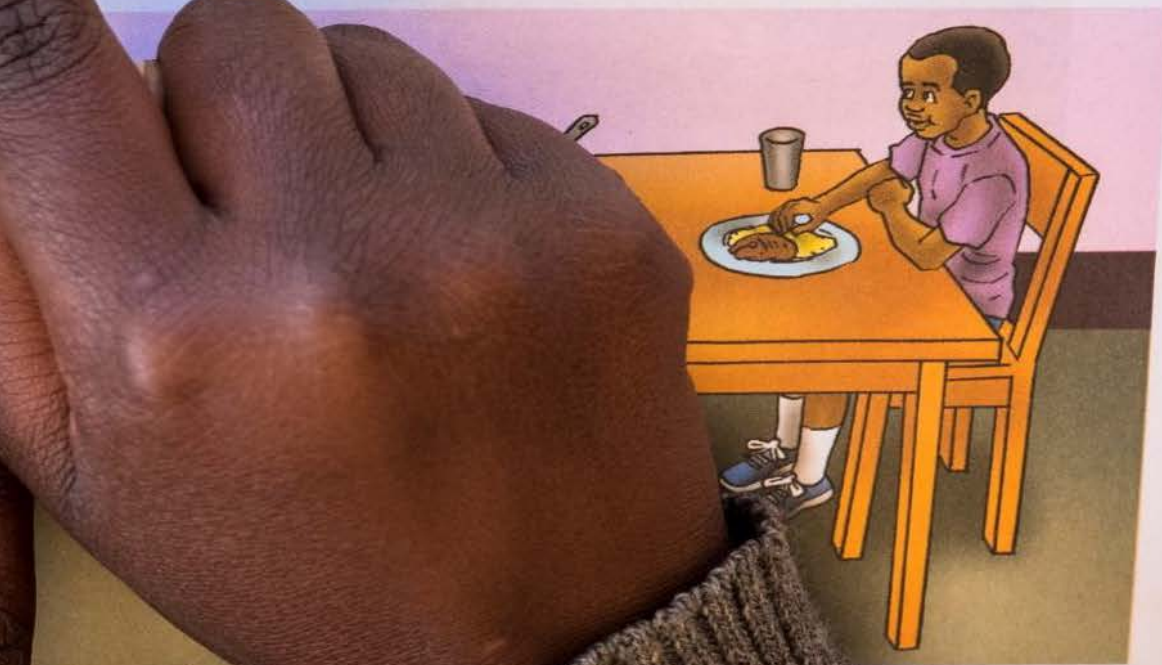


te and the ape

can race to the lo

There is a huge ape
its face too.

me. Kate and the ape



Sam w

rice. Mother
er the table.

lf. They
for rice.

The

e rice.

Key Elements of Tusome

- 1:1 learner books in English and Kiswahili
- Homework books and supplementary readers
- Structured teachers' guides
- Termly training focused on modeling and practice
- Classroom support by coaches
- **Tablet-based tools** for coaches
- Tablet-based classroom data on the cloud
- Data used for accountability



Coaches
using tablets

Tablet Based Observation Tools

Lesson Observation A - Kiswahili/English - Full PRIMR

Lesson observation

As soon as the teacher has finished the lesson, hit NEXT below to capture the end time of the lesson, and to move to the general lesson follow-up questions, lesson review, and student assessments.

What Phonemic Awareness activities were modeled?

Thumbs up/thumbs down Blending
Segmenting This section was skipped

Did the teacher pronounce the sound correctly?

Yes No

Was the activity oral only (nothing on the board)?

Yes No

Tap this button



English class 2 week 2 day 2

Version f364078 User primr david mutuma Logout

Week 2 Days 1 and 2 Shopping Word Study

Practise reading the letter sounds.

■ Yy	ch	sh	Kk
● sh i p	y e t	ch i n	
ship	yet	chin	
ch i p	w e t	k i t	
chip	wet	kit	

Read the letter sounds.

▲ Zz	Vv	wh	ng
★ z i p	r i p	h i p	wh i p
zip	rip	hip	whip
s i n g	r i n g	s a n g	r a n g
sing	ring	sang	rang

6

Week 2 Days 1 and 2 Shopping Reading



Tablet Based Pupil Assessments

Version f364078 User primr david mutuma Logout

Student 1

English Class 2 - Term 1

Start 55

Sam and Mat go
to the lake. Mat
swims in the lake.
Sam is on the
soil. Sam cannot swim.
He plays with his
toy ship. Mat swims
to the soil. He

to the lake. Mat
swims in the lake.
Sam is on the
soil. Sam cannot swim.
He plays with his
toy ship. Mat swims
to He
plays with Mat and
his toy ship. Sam
is happy Mat can
play.

Alert
Time. Please mark last item attempted.
OK

Tablet Based Teacher Feedback



Kibera Silanga Ushirika Group Primary School

Subject	Class	Stream	Observation Start Time
English	2	0	Mar-25 08:47

Hide
feedback

Based on your classroom observations and student assessment, the following are some of the areas the teacher needs to work on. You may focus your discussion on the top 3 items.

PA: Sound Recognition - Thumbs up / Thumbs down

Say the sound clearly. Say the word clearly. Show thumbs up for each word that has the sound. Show thumbs down for each word that does not have the sound. The activity order should be "I do, We do, You do". It is not written on the board.

Watch: Sound Recognition with Teacher Kazungu. If the teacher is having issues with the sounds, watch "English Sound Video with teacher Sarah" If the teacher is having issues with Kiswahili sounds, watch "Kiswahili Sounds with teacher Kazungu"

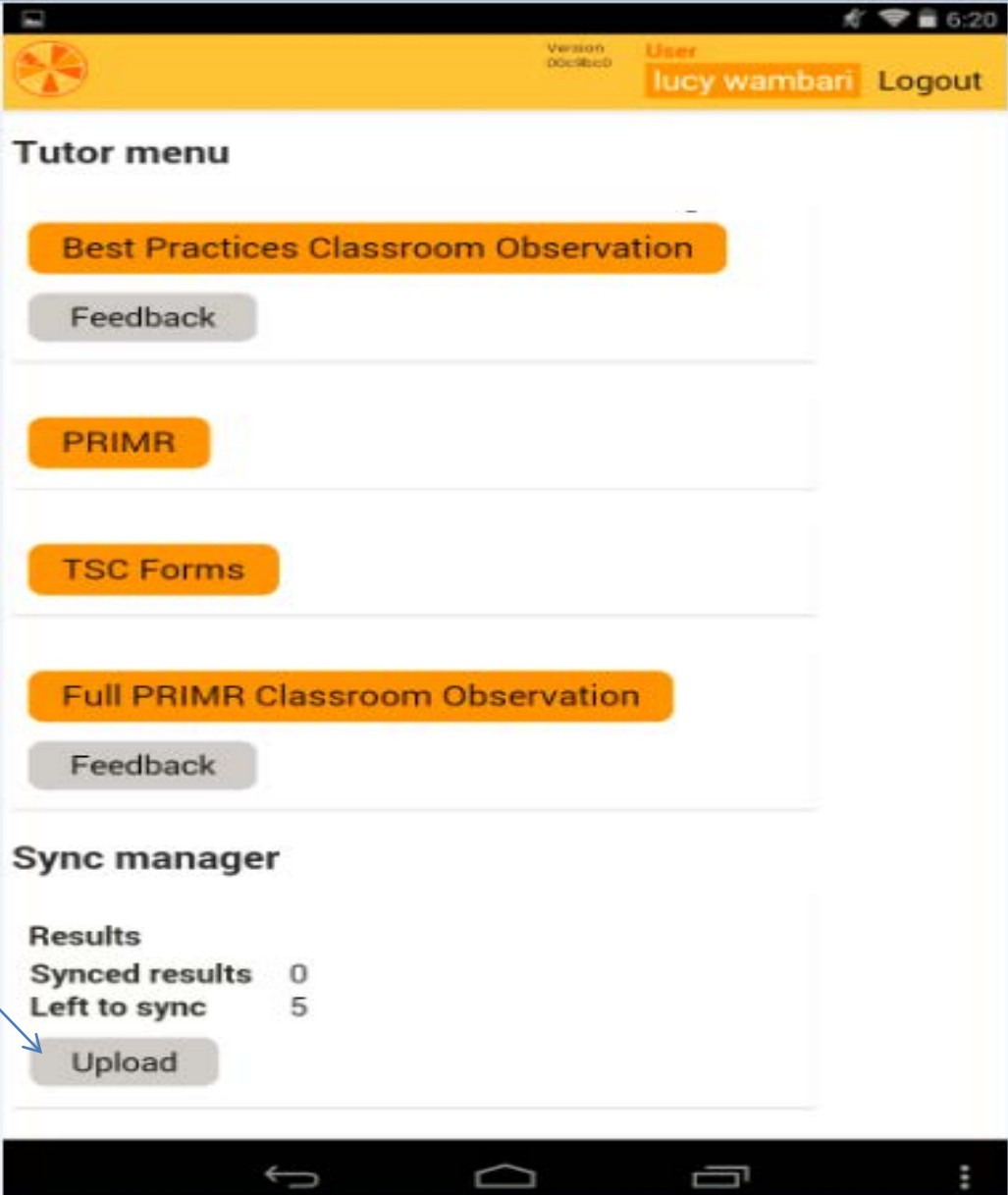
Vocabulary

The teacher did not support the children to make sentences that explain the words.

1. Say the word
2. Ask the pupils if they know the word.
3. Show or define the word in simple language.
4. Have pupils use the word in a sentence that shows the meaning.



Uploading Tablet Data



Tap this button



Tusome National Data Dashboard

tools.tusome.tangerinecentral.org/ X Service Agreement Report

tools.tusome.tangerinecentral.org/_csv/report/group-national_tablet_program/00b0a09a-2a9f-baca-2acb-c6264d424

TUSOME

Year 2017 Month Sep

CSO SCDE ESQAC MATHS

CSO Report (2017 Sep)

Counties

County	Number of classroom visits ^[1] (Percentage of Target Visits)	English - Class 1 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	English - Class 2 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	English - Class 3 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	Kiswahili - Class 1 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	Kiswahili - Class 2 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	Kiswahili - Class 3 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])
All	21102 (86%)	25 (57%)	40 (45%)	70 (0%)	21 (70%)	26 (39%)	49 (0%)
Baringo	264 (39%)	23 (66%)	43 (30%)	69 (0%)	24 (77%)	27 (36%)	49 (0%)
Bomet	386 (62%)	17 (28%)	32 (24%)	62 (0%)	16 (59%)	20 (10%)	34 (0%)
Bungoma	410 (50%)	19 (46%)	39 (28%)	60 (0%)	17 (60%)	26 (39%)	43 (0%)
Busia	270 (61%)	17 (37%)	38 (44%)	56 (0%)	18 (63%)	24 (35%)	58 (0%)
Elgeyo Marakwet	260 (66%)	21 (50%)	41 (42%)	69 (0%)	13 (61%)	21 (25%)	46 (0%)
Embu	217 (56%)	18 (30%)	38 (31%)	60 (0%)	19 (67%)	20 (23%)	42 (0%)
Garissa	41 (19%)	12 (47%)	30 (23%)	48 (0%)	31 (88%)	22 (8%)	36 (0%)
Homa Bay	978 (109%)	23 (60%)	38 (43%)	74 (0%)	21 (76%)	25 (39%)	50 (0%)
Isiolo	108 (97%)	19 (26%)	31 (22%)	75 (0%)	21 (65%)	23 (18%)	44 (0%)
Kajiado	121 (28%)	28 (69%)	37 (33%)	68 (0%)	20 (77%)	28 (40%)	51 (0%)
Kakamega	503 (56%)	19 (42%)	32 (39%)	61 (0%)	20 (61%)	24 (30%)	42 (0%)
Kericho	387 (73%)	22 (51%)	39 (45%)	70 (0%)	20 (66%)	22 (37%)	43 (0%)

1:43 PM 12/3/2017

County Data

tools.tusome.tangerinecentral.org Service Agreement Report

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Kiambu County Report

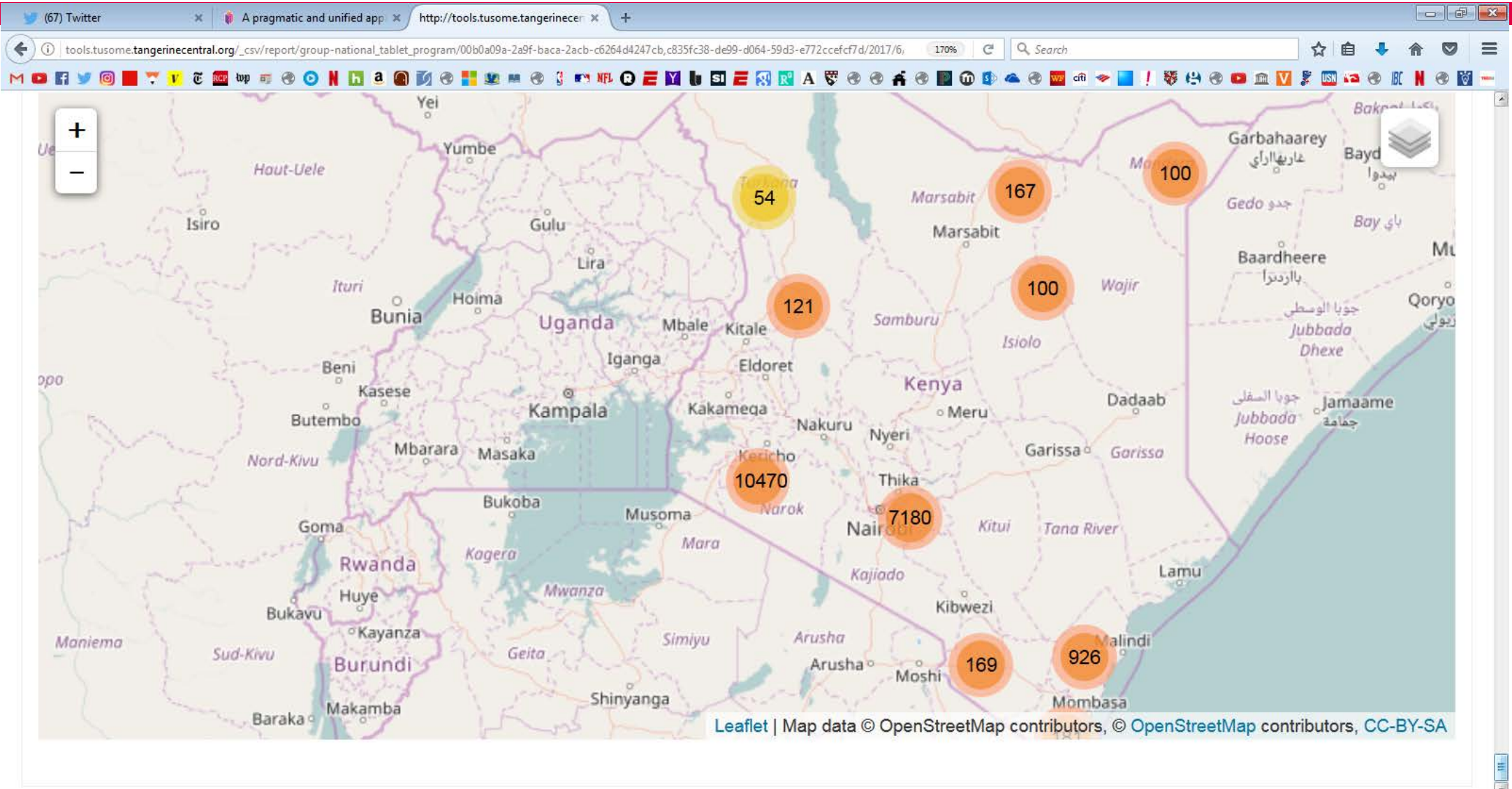
County:

Zone	Number of classroom visits ^[1] (Percentage of Target Visits)	English - Class 1 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	English - Class 2 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	English - Class 3 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	Kiswahili - Class 1 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	Kiswahili - Class 2 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])	Kiswahili - Class 3 Correct per minute ^[3] (Percentage at KNEC benchmark ^[4])
Chania	43 (238%)	17(34%)	36 (35%)	58 (0%)	11(50%)	24 (28%)	29 (0%)
Gatamaiyu	17 (130%)	15(46%)	34 (50%)	77 (0%)	10(62%)	0	66 (0%)
Gatunyaga	25 (192%)	20(33%)	22 (12%)	79 (0%)	18(60%)	16 (12%)	0
Githiga	41 (315%)	9(93%)	64 (47%)	87 (0%)	8(64%)	11 (53%)	53 (0%)
Githobokoni	9 (36%)	0	35 (80%)	65 (0%)	0	0	38 (0%)
Githunguri	29 (223%)	31(83%)	0	84 (0%)	24(81%)	11 (26%)	42 (0%)
Githurai	12 (80%)	29(87%)	55 (33%)	0	31(75%)	0	76 (0%)
Jamhuri	11 (157%)	23(60%)	0	32 (0%)	17(83%)	13 (38%)	0
Juja	0 (0%)	no data	no data	no data	no data	no data	no data
Kabete	44 (258%)	28(87%)	53 (78%)	72 (0%)	23(87%)	25 (36%)	43 (0%)
Kamburu	0 (0%)	no data	no data	no data	no data	no data	no data
Kamenu	2 (33%)	no data	no data	no data	12(66%)	0	0
Karai	9 (64%)	0	83 (83%)	54 (0%)	28(83%)	0	39 (0%)
Karuri	60 (461%)	23(55%)	0	71 (0%)	23(83%)	20 (53%)	71 (0%)
Kenyatta	0 (0%)	no data	no data	no data	no data	no data	no data
Kiganjo	30 (150%)	0	29 (16%)	89 (0%)	0	22 (28%)	53 (0%)
Kihara	17 (154%)	0	44 (42%)	82 (0%)	29(66%)	12 (20%)	39 (0%)
Kijabe	8 (42%)	23(55%)	0	0	46(100%)	25 (60%)	34 (0%)
Komothai	26 (173%)	29(80%)	48 (75%)	0	23(100%)	26 (50%)	37 (0%)
Limuru	7 (46%)	0	46 (75%)	75 (0%)	0	33 (0%)	0
Madaraka	19 (211%)	52(100%)	50 (28%)	98 (0%)	16(71%)	31 (45%)	64 (0%)
Manqu	27 (103%)	0	21 (27%)	64 (0%)	19(50%)	11 (46%)	35 (0%)
		56(100%)	40 (62%)	94 (0%)	20(100%)	29 (50%)	66 (0%)

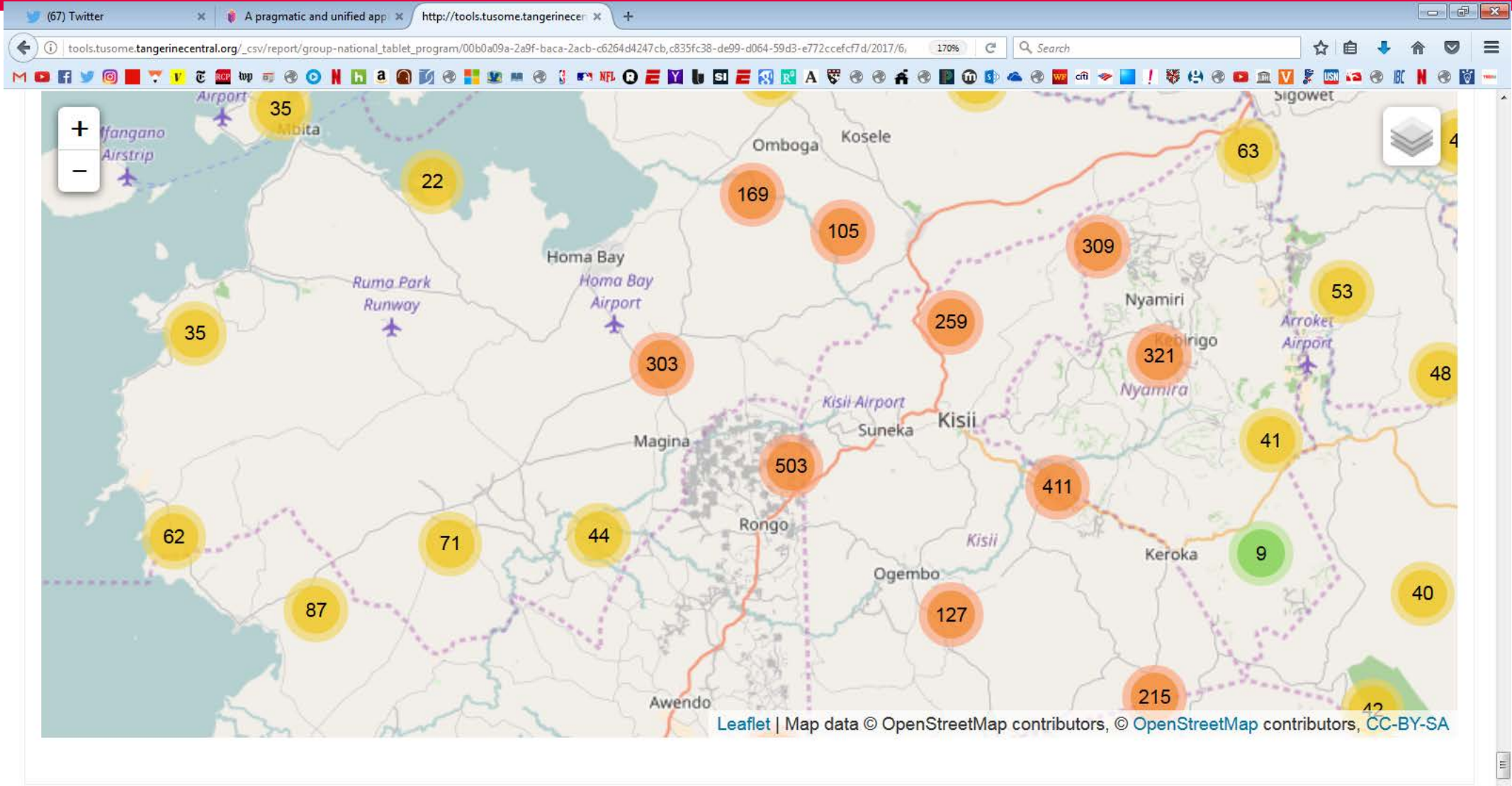
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GPS data



Local level data



School Level Data

tools.tusome.tangerinecentral.org/ X Service Agreement Report X +

tools.tusome.tangerinecentral.org/_csv/report/group-national_tablet_program/00b0a09a-2a9f-baca-2acb-... 150% Search

the total number of assessments conducted.

4. **Percentage at 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 or class 3, out of all of the students assessed for those subjects. The benchmarks for class 3 are yet to be defined.

Date 28-09-2017 08:39
Subject English
Class 1
County Kiambu
Zone Komothai
School Kigumo
CSO Stephen Mwaniki Kariuki
Lesson Week 27
Lesson Day 1

View All County Data

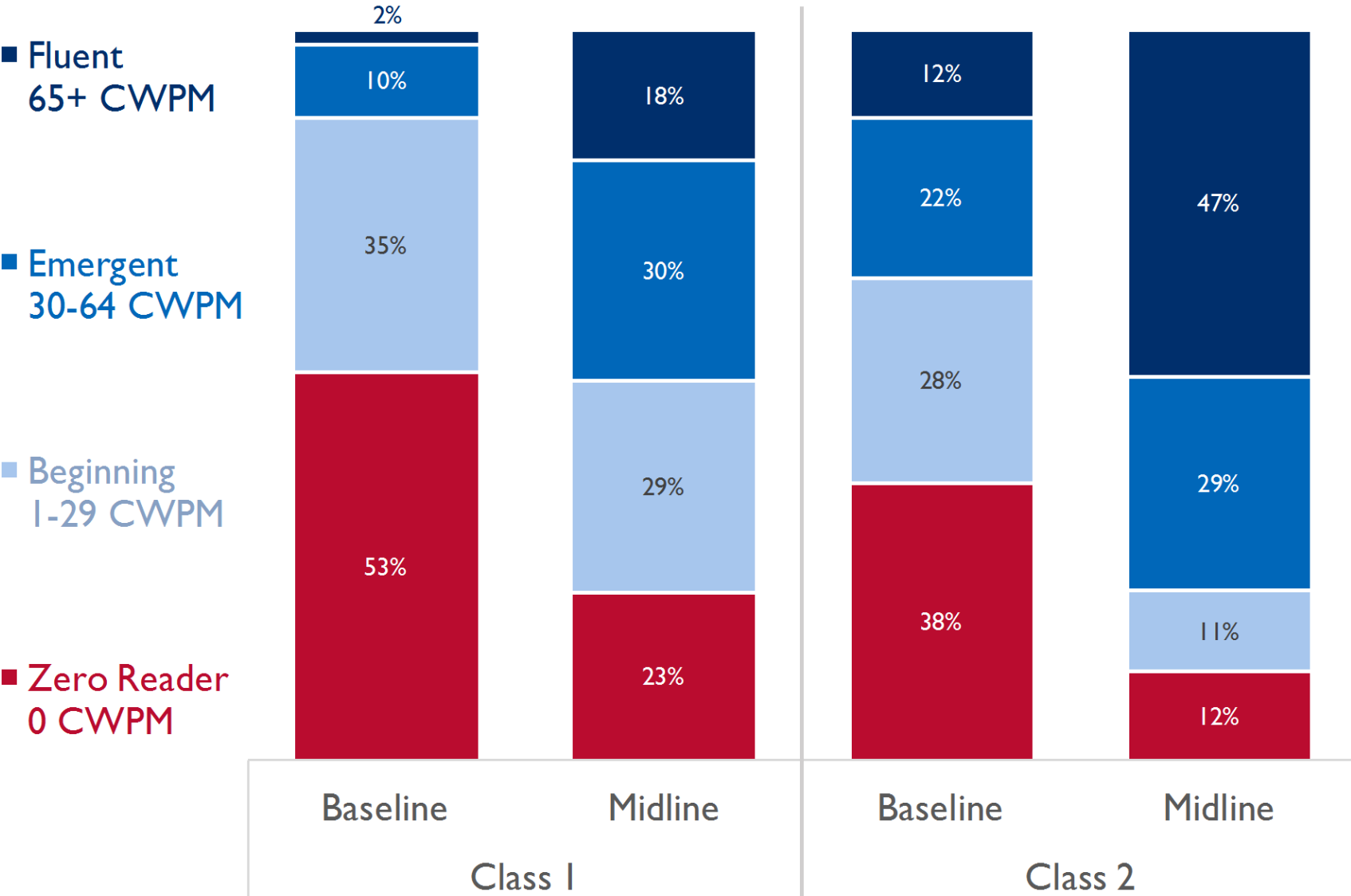
Leaflet | Map data © OpenStreetMap contributors, © OpenStreetMap contributors, CC-BY-SA

Tusome English Impacts

Subtask	Class 1			Class 2		
	Baseline	Midline	Difference	Baseline	Midline	Difference
Phoneme segmentation	1.1	3.8	2.6*	0.6	5.0	4.5*
Letter sound knowledge	15.1	26.3	11.3*	10.2	32.6	22.4*
Invented/non-word decoding	5.7	10.4	4.7*	10.4	18.6	8.3*
Vocabulary	5.9	7.8	1.9*	8.2	10.2	1.9*
Passage reading (A)	10.6	22.3	11.7*	23.8	43.6	19.9*
Reading comprehension (A)	0.2	0.5	0.3*	0.5	1.0	0.5*
Passage reading (B)	9.7	22.0	12.4*	21.8	44.2	22.5*
Reading comprehension (B)	0.2	0.8	0.6*	0.6	1.7	1.2*



Impact of Tusome on English Benchmarks





Reflections

- External evaluation results **.7 SD**
- Plan research with **key stakeholders**
- Test in **real world** conditions
- Test at **medium to large scale**
- **Simple** coaching tools
- Coaching for teacher **change**
- **Quality** of education **can** improve



Thank you!
bpiper@rti.org

Hanno Kemp
Programme Director

7 December 2017

Monitoring for response: Reflecting on systemic change



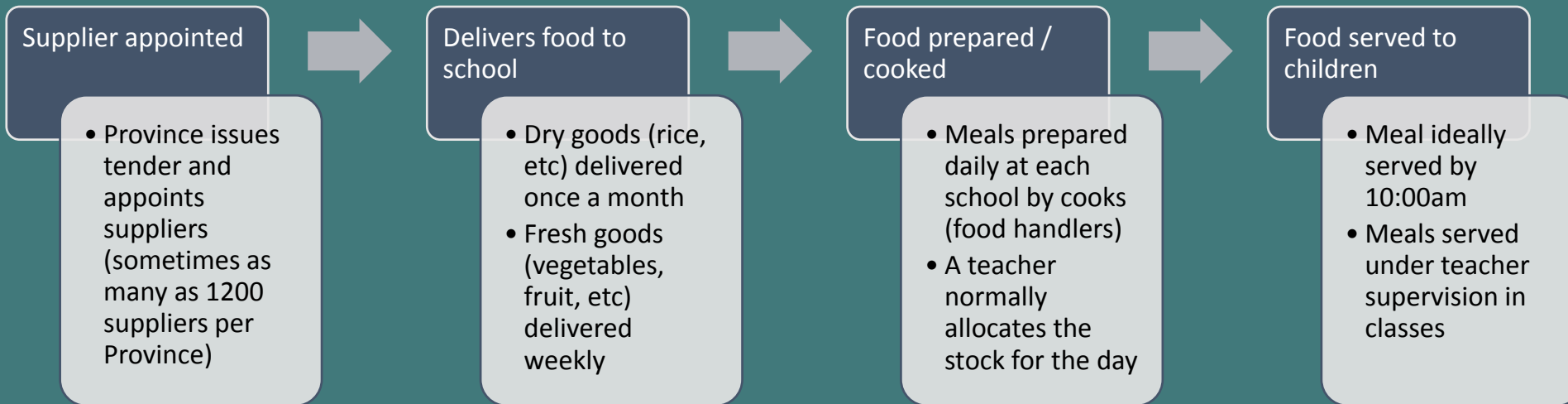
Points of departure

- “Find the long levers”
- “Don’t despise the place of small beginnings”
- “There’s no limit to what you can achieve if you don’t care who gets the credit”
- “Work ourselves out of a job”

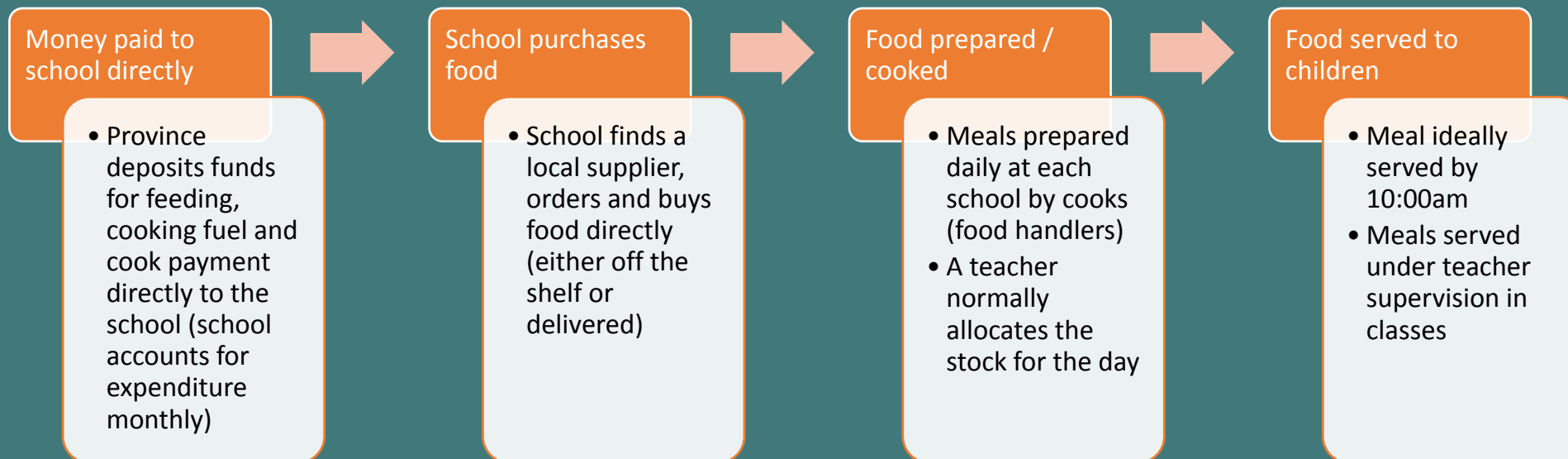
National School Nutrition Programme (NSNP)

- Gov. programme, est. 1994 by Pres. Nelson Mandela
- Aims to feed 9 million school children in 20 000 schools a nutritious mid-morning meal every school-day
- \$517m per annum
- Funded through ring-fenced mechanism directly by Treasury
- Administered by Department of Education officials at National, Provincial & District levels
- Implementation at school level (responsibility of school principal)

Centralised Procurement



Decentralised Procurement

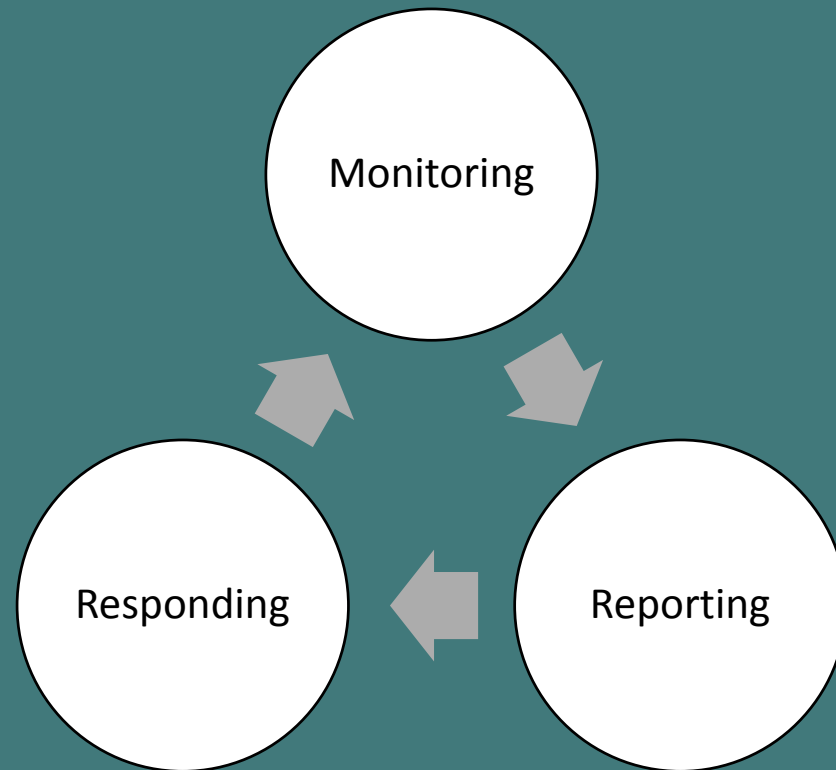


Programme monitoring before intervention

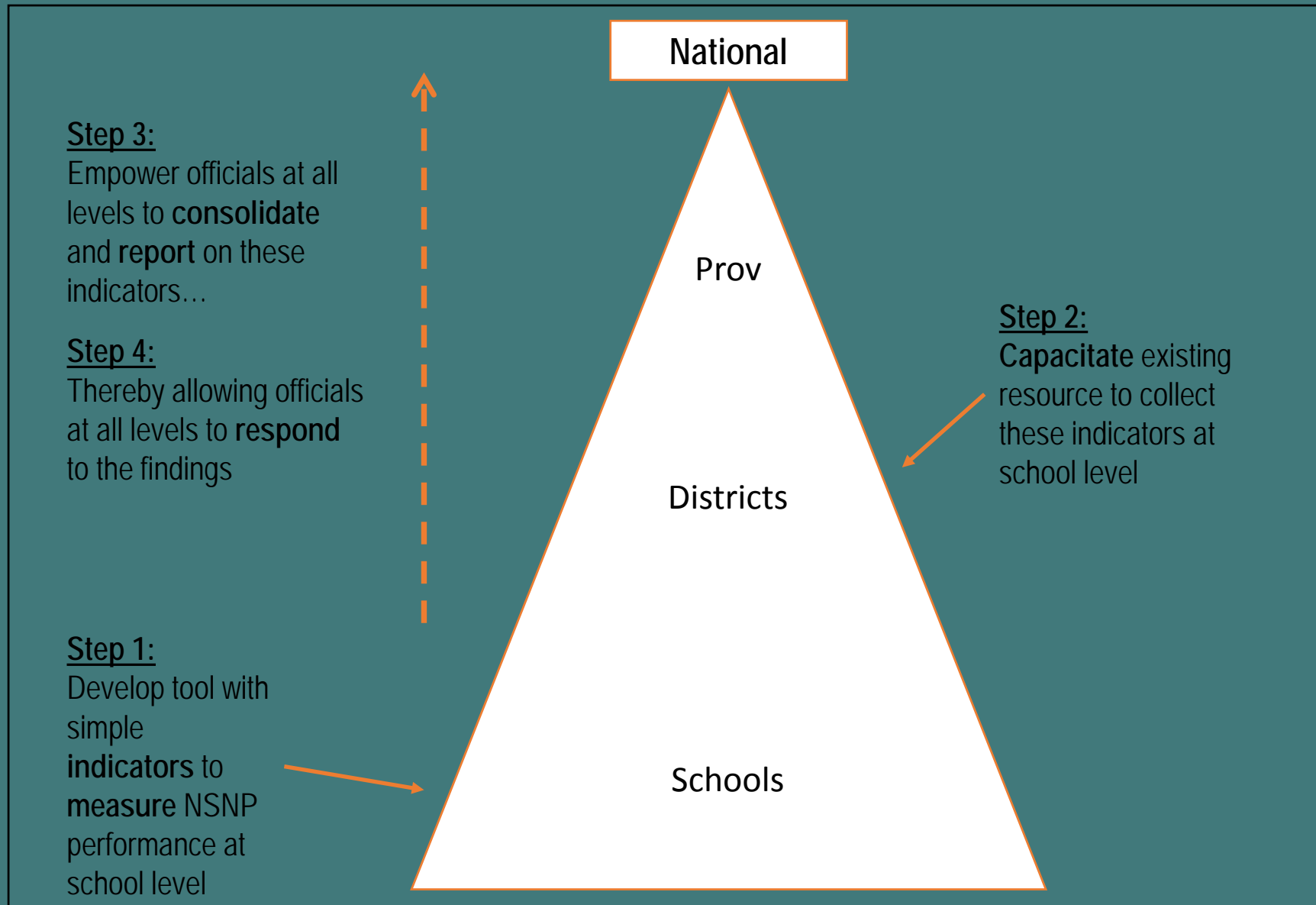
- Monitoring was taking place in 2 primary ways:
 - Visits to schools by District-based NSNP officials (wildly varying ratios – from 1:30 to 1:200 in some cases)
 - Self-reporting by schools
- Key metric being tracked was “number of learners eating”
 - Hides a multitude of sins
- Provincial monitoring tools (for site visits) were inconsistent, unfocused, subjective

Monitoring, Reporting and Response (MRR)

- FUEL started developing a methodology for programme performance improvement centred on a cycle:



What are the key steps?



Key Performance Indicator (KPI)

20
points

Balanced
meal

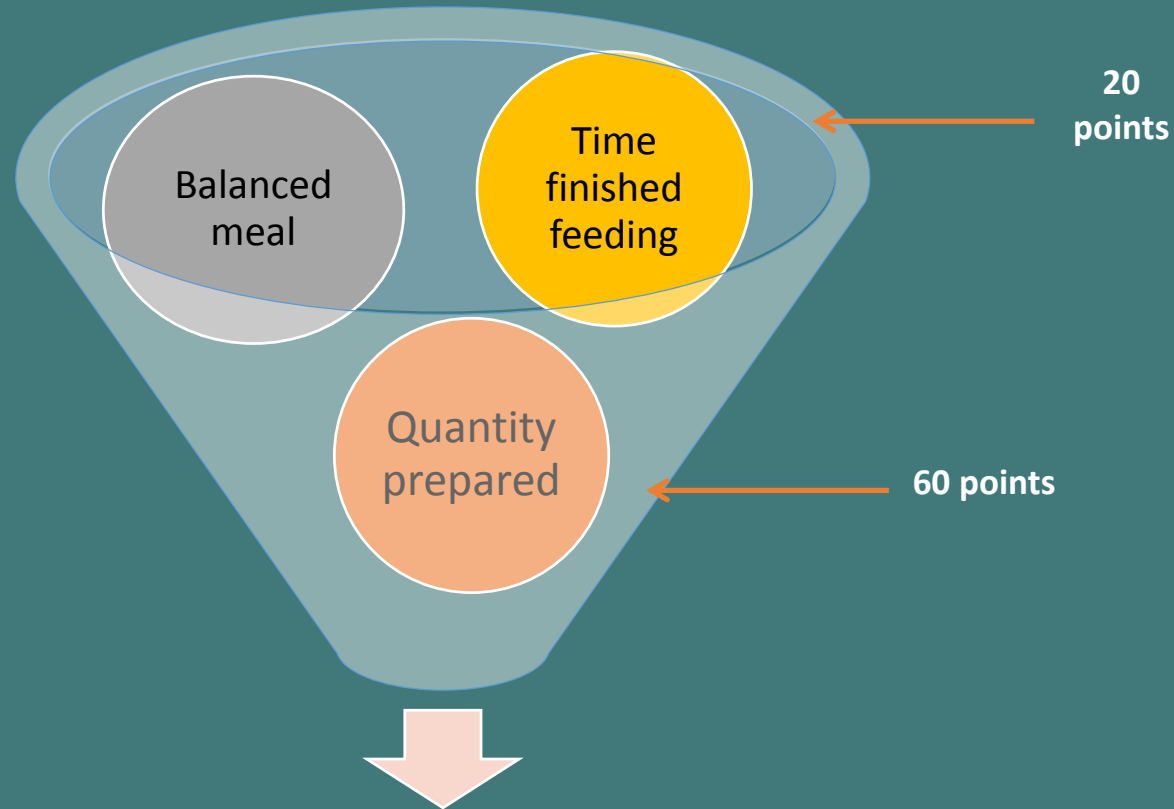
Time
finished
feeding

20
points

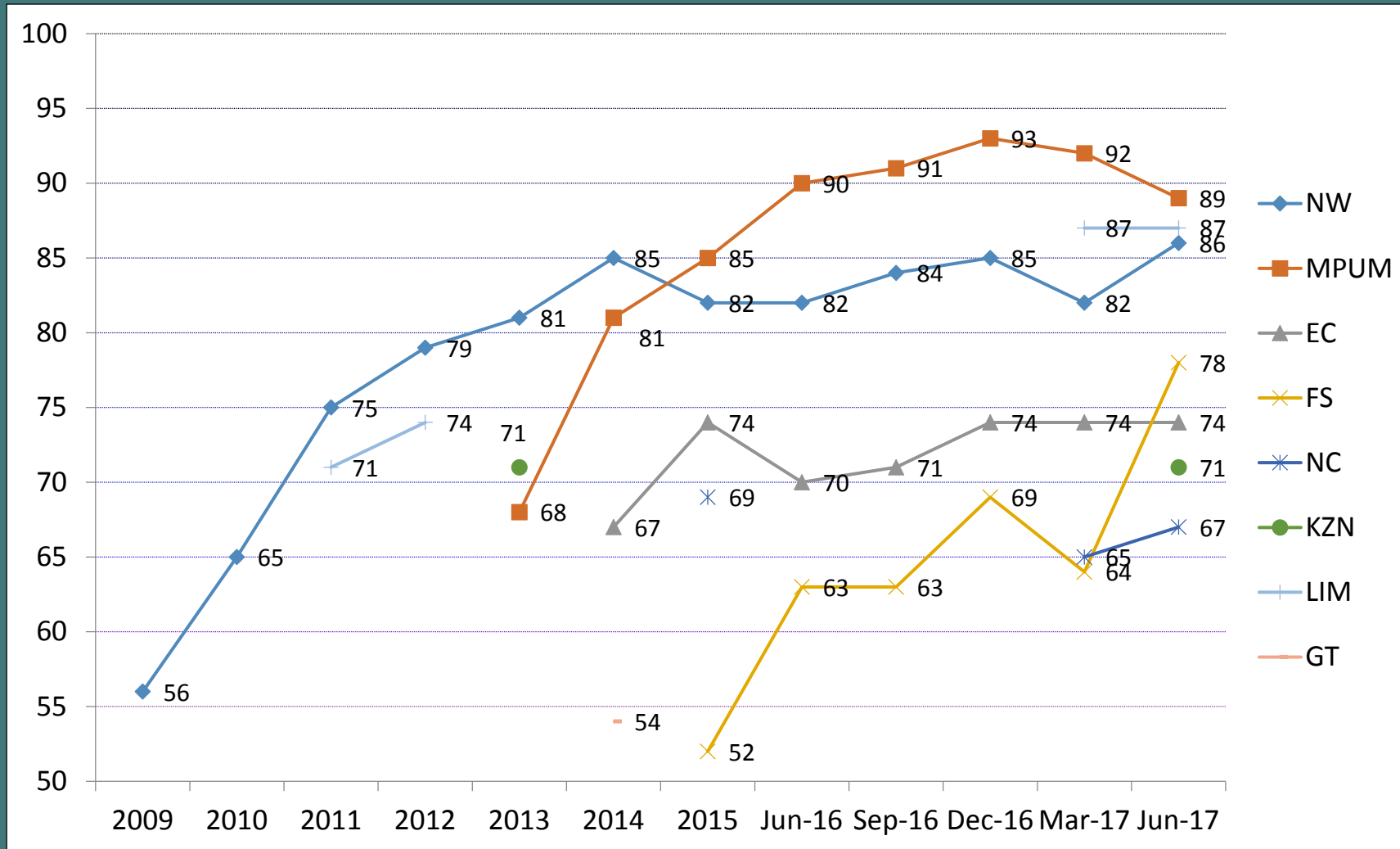
Quantity
prepared

60
points

Score out of 100 which measures how well a school is
SERVING A NUTRITIOUS MEAL ON TIME



Serving nutritious meals on time (%) – Primary Schools



Key learnings

- Prioritise buy-in and ownership
 - Co-created tools, processes, close policy links
 - Not just a once-off “on-boarding” session – ongoing and integrated
- Invest in supportive relationships
 - Low ego, patient
 - One size does not fit all
 - Boost the champions
- Develop & use metrics that are:
 - Objective
 - Clear
 - Easy to consolidate
 - Useful to the primary users

Key learnings (continued)

- Invest in capacitation, support
 - Early hand-holding and scaffolding often necessary
 - Includes guides, templates, materials, etc
- (Evolving) metrics at different levels
 - Everyone likes to know how they are doing
 - BUT only if it's done supportively
- Rituals & routines more NB than complete accuracy and analysis in first phase
- Build (and recruit for) resilience in the team
- Remember your context:
 - Politically
 - Bureaucratically

Status now

- Reporting against MRR metrics now a legislated requirement in the NSNP, with 8 of 9 Provinces effectively reporting on programme performance (with consolidated national performance review quarterly)
- FUEL on track to be on skeleton support for MRR by March 2019
- Methodology and approach adopted and being implemented by other public/private partnerships (in curriculum coverage improvement, early childhood development, etc)