



Nyansapo AI



2025 RCP Endline Report

A comprehensive evaluation of project
outcomes and achievements



WWW.NYANSAPOAI.NET

Project Overview



The Read, Count and Play project enhanced foundational literacy and numeracy among Grades 3–6 learners in Kitui County using AI-powered assessments and personalized learning. Targeting underserved schools in Voo/Kyamatu Ward, it built teacher and volunteer capacity to implement TaRL through digital tools.

Implemented by Nyansapo AI with WFF support, the 2025 initiative aimed for measurable learning gains and improved teaching practices.

Main Topics



PILOT DESIGN



LITERACY EFFECT
ON CHILDREN



TEACHER
TRAINING



CONCLUSIONS





Pilot Design

2025

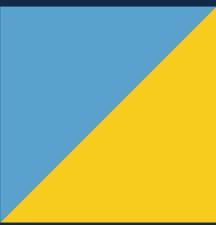
Objectives Of The Pilot



READ



The pilot phase tested the feasibility of a centralized learning camp model to enhance literacy and numeracy among Grades 3–6 learners in Voo/Kyamatu Ward. It examined whether short, intensive interventions could boost foundational skills, assessed teacher and volunteer use of digital tools, and evaluated the practicality of shared learning labs for scaling the approach in rural settings.



Pilot Design

2025

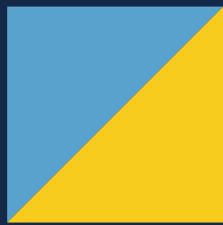
Methodology



COUNT



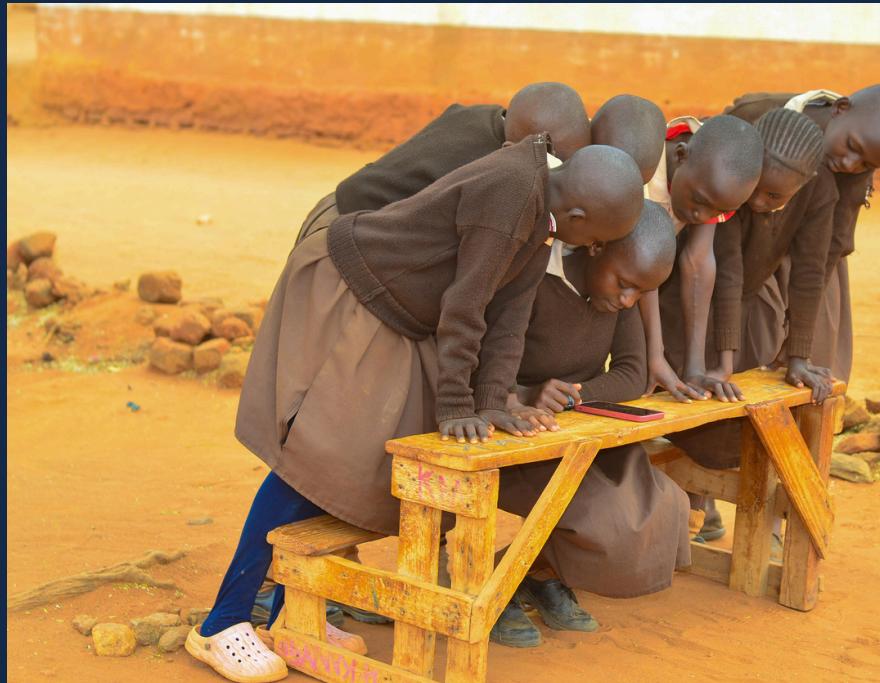
The pilot was implemented across ten schools in Voo/Kyamatu Ward, Kitui County, involving 859 learners in Grades 4–6 and 30 trained teachers supported by volunteers. It ran over twelve months through four phases: preparation, implementation, monitoring, and assessment. During this period, teachers were oriented on the Nyansapo teaching approach, learning camps were conducted daily, and learner progress was continuously tracked. The intervention used camp-style sessions to strengthen foundational literacy and numeracy through guided reading, problem-solving, and peer learning. Data were collected from learner assessments, teacher feedback sessions, classroom observations, and implementation records, providing both quantitative and qualitative evidence on learning progress, instructional practices, and the overall feasibility of scaling the Nyansapo approach in similar rural settings.



Pilot Design

2025

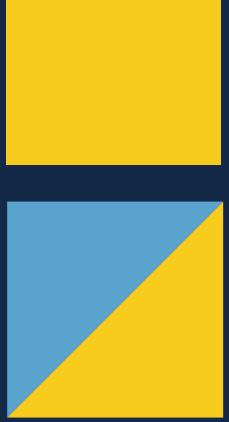
Logistics



PLAY



The coordination of the Read, Count and Play pilot was carefully planned to ensure smooth implementation across ten schools in Voo/Kyamatu Ward. School selection was guided by accessibility, learner need, and school size to ensure both feasibility and impact. Thirty teachers received training on the Nyansapo teaching approach, focusing on learner-centered pedagogy, classroom management, and structured lesson delivery. Daily two-hour learning camps ran from 3:00 p.m. to 5:00 p.m., using standardized materials and lesson plans provided by Nyansapo. Regular monitoring visits, teacher feedback sessions, and logistical support such as transport and airtime facilitated consistency and problem-solving. This structure ensured equitable access to learning materials, strong teacher engagement, and effective coordination throughout the pilot period.



Pilot Design

2025

Risk Management



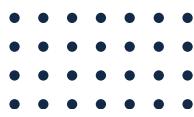
RCP



The pilot anticipated several operational and contextual risks that could hinder implementation. Connectivity challenges were expected due to poor network coverage in parts of Voo/Kyamatu Ward, so offline-compatible digital tools were used, with data synchronized once connections improved. Teacher workload risks were managed through clear schedules, structured two-hour sessions, and motivational stipends. Learner absenteeism, often linked to household duties or seasonal mobility, was reduced through community and parental sensitization. Delays in material delivery were mitigated by early procurement and maintaining buffer supplies. Through proactive planning, flexible adaptation, and strong local coordination, the pilot effectively minimized disruptions and ensured smooth execution across all participating schools.

Literacy Effects On Children

Pilot Performance in Primary Schools



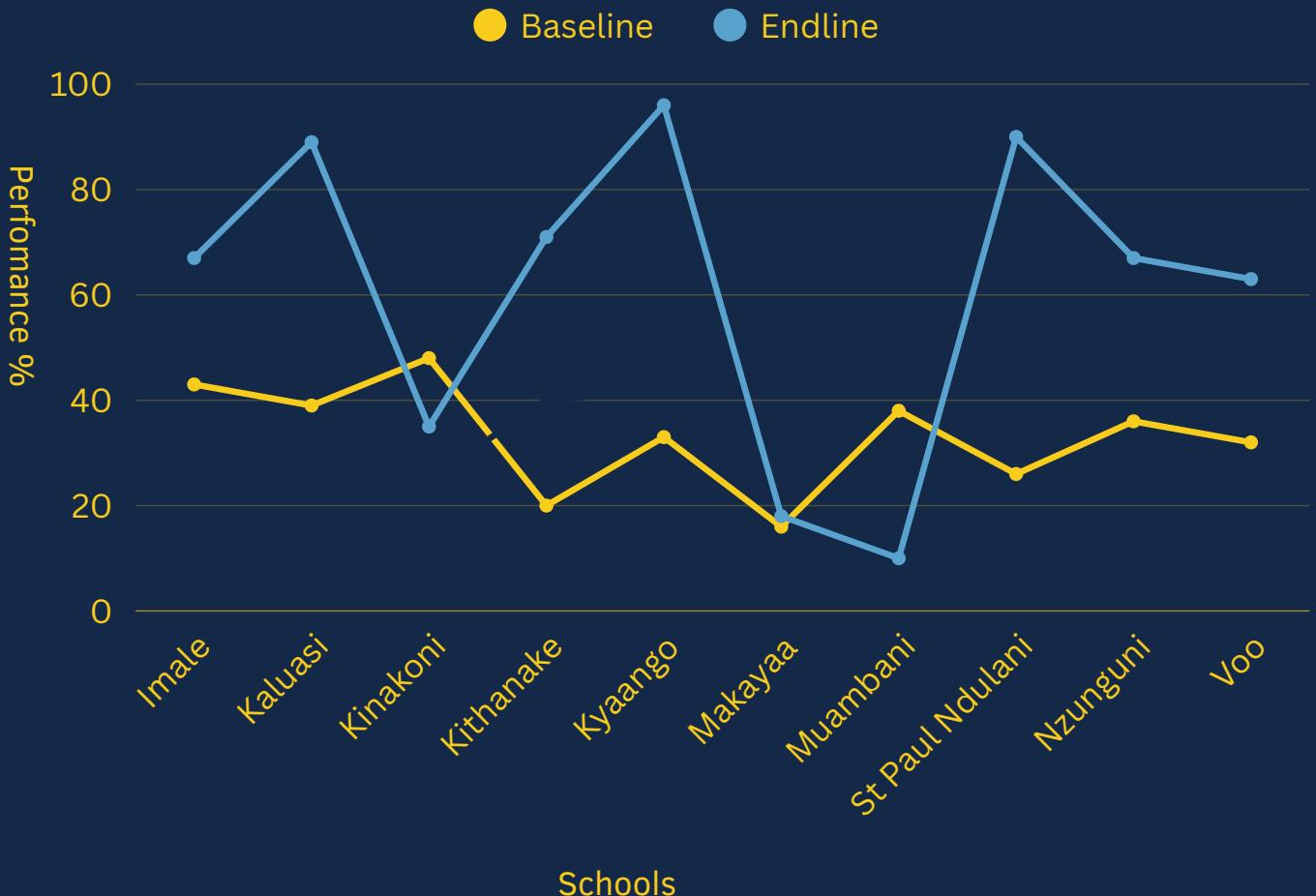
School	Baseline %	Endline %	Overall Change %
Imale	43	67	+24
Kaluasi	39	89	+50
Kinakoni	48	35	-13
Kithanake	20	71	+51
Kyaango	33	96	+63
Makayaa	16	18	+2
Muambani	38	10	-28
St. Paul Ndulani	26	90	+64
Nzunguni	36	67	+31
Voo	32	63	+31



+64%

Eight of ten schools improved in literacy, with gains up to +64% at St Paul Ndulani. Two schools declined due to attendance and contextual challenges, but overall results show the camps' strong positive impact on learner performance.

Graphical Analysis



The ten schools that hosted literacy camps recorded substantial improvements between the baseline and endline assessments.



Overall Performance



Baseline- Endline
36%-54%

18%
Increase

At endline, 54% of learners could read and comprehend a Grade 2-level story or higher, showing a substantial improvement from 36% recorded at baseline. This 18-percentage-point increase reflects significant progress in foundational literacy across participating schools

The results indicate that the structured learning camps and targeted teaching support effectively enhanced reading comprehension among learners.

The steady rise in literacy levels suggests that short-term, focused interventions can lead to meaningful learning gains, particularly when reinforced by teacher coaching, consistent learner attendance, and the use of structured materials provided through the Read, Count and Play project.

Teacher Training



Training Objectives

The teacher training component built capacity in administering assessments, interpreting results, and designing remedial activities. It equipped teachers to identify learning gaps and apply interactive, CBC-aligned strategies that enhance literacy, numeracy, comprehension, and learner confidence across participating schools.

Content Delivered and Delivery Format

The teacher training featured practical, CBC-aligned modules for Letter, Paragraph, and Story groups, emphasizing reading strategies, assessment, and classroom management. Delivered through interactive workshops and follow-up mentoring, it equipped teachers to apply structured literacy methods effectively during daily camp sessions.

Impact

Teachers found the training practical and effective, improving literacy instruction across Letter, Paragraph, and Story groups. Enhanced strategies, mentoring, and resources increased learner engagement and reading proficiency, with literacy scores rising significantly from baseline, reflecting stronger teaching practices and improved outcomes.



Overall Discussions and Conclusions



Key Findings

The Read, Count and Play pilot improved literacy from 33% to 61%, with most schools showing strong gains. Teacher training boosted instructional quality, learner engagement rose above 80%, and boys' literacy improved notably, narrowing the gender gap in performance.

Lessons Learned

The pilot showed that daily, structured literacy camps rapidly improved learning. Effective teacher training, mentoring, and monitoring enhanced instruction, while group-based reading strategies boosted engagement. Sustained impact depends on consistent attendance, contextual adaptation, and continued teacher and community support.

Recommendations and Sustainability

To sustain literacy gains, expand camp-style interventions, strengthen teacher mentoring, integrate literacy into school routines, and engage communities. Long-term success requires institutional integration, ongoing teacher support, resource availability, and sustained funding through strategic partnerships.





Nyansapo Ai

Endline Report



Comprehensive, Data-driven,
Insightful, Comparative,
Action-oriented, Impactful.



NYANSAPO AI

WE LEVERAGE AI

to improve Foundational Literacy and
Numeracy Skills



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