



TURKANA UNIVERSITY COLLEGE

(A Constituent of Masinde Muliro University of Science and Technology)

DIRECTORATE OF RESEARCH, PARTNERSHIPS & COLLABORATIONS

INTERNAL MEMO

To: Principal

DATE: 20th September, 2025

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Deputy Principal, RIL

FROM: Director, RP&C

REF: TUC/RPC/20/09/25

**SUBJECT: PROMOTION OF FOUNDATION SKILLS AMONG LEARNERS IN
SELECTED PRIMARY SCHOOLS IN TURKANA CENTRAL SUB-
COUNTY**

1.0 Background and the Rationale Project

The Directorate of Research Partnerships and Collaborations (RP&C) proposes to initiate a programme of promoting Foundation Skills among learners in grade 4-6 in selected primary schools in Turkana Central Sub-County. This initiative is informed by the high illiteracy level in the Turkana County. Turkana County leads with the level of illiteracy that stands at 82%. The focus will be enhancement of basic language skills (**Listening, Reading, Speaking and Writing**) and arithmetic.

2.0 Purpose of the Project

This comprehensive approach envisions to address the critical literacy and numeracy challenges in Turkana County while ensuring proper monitoring and stakeholders' involvement for sustainable impact.

3.0 Project Implementation Committee

The Directorate proposes the following to constitute the project planning committee:

1. Dr. Miriti Gervasio
2. Dr. Susan Ouko
3. Ms. Beatrice Mbori

4.0 Planning & implementation

The committee to steer the project will be appointed. Upon the appointment, the committee shall conduct a baseline survey to establish the state of the learners with regard to foundational skills (literacy and numeracy). After the baseline survey, the committee shall recruit 12 volunteers among the students, particularly those pursuing degrees in Bachelor of Education, both arts and Sciences, with bias in languages and mathematics. Similarly, the directorate will solicit services from lecturers who will volunteer themselves for this project.

The Research, Innovation and Linkages (RIL) Division and the Directorate of RP&C will work on other modalities and logistics such as reaching out to the relevant authorities and the heads of the schools selected for this activity. The committee will train the volunteers (teacher trainees & lecturers) on what is expected of them and the expected outcome of the initiative. The committee will work on the project's programme and design an implementation manual

Six schools from Turkana Central will be mapped for this project. It is anticipated that the team comprising 12 volunteer teacher trainees and six lecturers will be visiting two schools weekly on a single day that will be determined by the planning committee. Each class will be assigned one lecturer and two teacher trainees

The project approvals and its planning are expected to take place in quarter two (October-December, 2025) while the actual implementation will take place in quarter three (January-April, 2026)

4.1 Need analysis

Need analysis will be done through a baseline survey to establish the following:

- I) The learners' literacy and numeracy abilities
- II) The teachers' capacity
- III) The learning resources

5.0 Expected outcome

This project anticipates to achieve the following outcomes:

- i) Increased reading proficiency levels among students in grades 1-6
- ii) Enhanced writing abilities with age-appropriate competence
- iii) Better listening comprehension and oral communication skills
- iv) Reduction in the illiteracy rate from the current 82% baseline
- v) Improved basic arithmetic skills among learners
- vi) Better problem-solving abilities in mathematics
- vii) Increased confidence in handling mathematical concept
- vii) Increased student engagement and classroom participation
- viii) Enhanced pedagogical skills for teaching foundation skills
- ix) Adoption of innovative teaching methodologies
- x) Improved assessment techniques for literacy and numeracy
- xi) Creation of a reading culture within the community

6.0 Activities

The project will entail the following activities:

- i) Formation of project implementation committees
- ii) Donating of learning materials
- iii) Teaching the pupils on the targeted skills
- iv) Conducting brief workshops with the headteachers and the teachers
- v) Soliciting support from different stakeholders and partners with a view of raising funds for purchasing of learning materials
- vi) Monitoring and evaluating the progress periodically
- vii) Comprehensive needs assessment in target schools
- viii) Development of contextually appropriate teaching materials
- ix) Establishment of selection criteria for participating schools
- x) Training workshops on effective literacy instruction methods
- xi) Training on innovative mathematics teaching approaches
- xii) Continuous mentorship and coaching support
- xiii) Regular student assessments to track progress
- xiv) Documentation of best practices and success stories
- xv) Sharing of program outcomes with education authorities
- xvi) Development of sustainability plans with school communities
- xvii)

7.0 Monitoring and Evaluation

The monitoring and evaluation will be done as follows:

- i) Pre-intervention literacy and numeracy assessments
- ii) Documentation of current teaching practices
- iii) Monthly student progress tracking using standardized tools
- iv) Periodical classroom observations
- v) Regular teacher feedback sessions
- vi) Monthly review meetings with school administrators

7.1 Performance Indicators

- i) Percentage improvement in reading fluency and comprehension
- ii) Percentage improvement in mathematical competency
- iii) Teacher application of new methodologies

8.0 Data Collection Methods

The data for the project will be conducted as follows:

- i) Analysis of school records and performance data
- ii) Standardized tests for literacy and numeracy
- iii) Structured classroom observation tools
- iv) Questionnaires and interviews with teachers, students, and headteachers
- v) Focus group discussions with headteachers and subject teachers

9.0 Work Plan

The following is the work plan for the proposed project. The work plan indicates the activities involved, the timelines, the persons expected to perform the tasks and the deliverables

Time	Activity	Person(s) responsible	Deliverables and indicators
October, 2025	-Presentation of the proposal to UCAB	Director, RP&C	Proposal document
October, 2025	Proposal approvals	UCAB	Evidence of approval
October, 2025	Appointment of the planning committee	UCAB	Letters of appointment
November, 2025	Baseline survey on need assessment Mapping of the schools	Project planning committee	Baseline survey report
November, 2025	Recruiting volunteer teacher trainees and lecturers	Project planning Committee	List of the volunteer teacher trainees and lecturers
November, 2025	Training of the volunteer teacher trainees and lectures	Project planning committee	Training programme
January, 2026	Launching of the project	Project planning committee, the volunteer teacher trainees, lecturers Deputy principal RIL	The project launching programme,
January-April	Commencement of the project Monitoring and evaluation	Volunteer teacher trainees and lecturers	Implementation programme, monthly reports
April	End of quarter 3 report	Committee members	Cumulative report

NB. This is a continuous activity that will be carried out every term. This activity will rolled out in quarter three and then it will be replicated in other quarters.

The classes will be done in the afternoon after lunch

10.0 Budget

The following is the budget for the proposed activity. The budget is in line with the activities spelt out in the work plan

S/N	Activity	Description	Rate	Total
1	Baseline survey	Lunches for 3 planning committee for 3 days	Lunches for 3 planning committee members @1000 for 3 days= 9000	9000
2	Training of 12 teacher trainees, six lecturers, by the planning committee members	Breakfast, refreshments and lunch for 18 participants, 3 planning committee members and the Deputy Principal RIL	22participants x1500=	33000
3	Launching of the project by the principal	Lunch for 40 participants	40 participants x500	20,000
4	Project implementation	Water, allowance for volunteer teacher trainees, bus mileage, water allowance for the driver	Water allowance for 12 teacher trainees @200 for 12 weeks=28800 Bus mileage @6000 for 12weeks=72,000 Water allowance for 1 driver@500 for 12 weeks=6000	106,800
				168,800

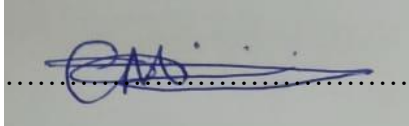
11.0 Financing of the project

TUC is expected to finance the activities outlined in the project. The funds to be used should be drawn from the amount allocated for community outreach in the main budget. However, it should also be noted that the project anticipates to be donating books that will promote foundational literacy and numeracy to the selected schools. The Research Innovation and Linkages Division and its Directorate, Research, partnerships and Collaborations will endeavour to solicit for funds from partners in order to cater for the purchasing of books to be donated and cater for other logistics not mentioned in the budget.

12.0 Conclusion

The promotion of foundation skills among learners in Turkana County is critical in addressing the issue of the illiteracy in Turkana County. This programme is in line with the one of TUC core mandate, Community Outreach. I therefore request you to consider and approve

Thank you



Dr. Miriti Gervasio, Ph. D

Director, Research, Partnerships & Collaborations.