What is it?

Quality inclusive education for children with disabilities is now a requirement in development work. However, many governments struggle not only with how to strengthen and adapt instruction to meet the needs of children with disabilities, but also in assessing what those needs are. This is particularly true for children who are blind or have profoundly low vision and those who are deaf or profoundly hard of hearing. Under USAID funding, and drawing upon ground-breaking work conducted by USAID, Perkins International, and School to School, RTI has developed early braille and sign language assessments and used them to establish a national baseline of proficiency in these languages in Kenya.

How does it work?

The Tusome Early Grade Reading Activity is a USAID-funded Ministry of Education (MoE) program aimed at improving literacy outcomes of pupils in the early grades, including pupils who are deaf and/or blind. In order to measure the gains related to the Tusome program, a baseline study was conducted to determine the literacy levels of the blind and the deaf at the start of the Tusome intervention. In order to obtain a nationally representative picture of pupil proficiency, the Early Grade Reading Assessment (EGRA) tool was adapted for this purpose by Kenyan special needs experts and implemented in 14 primary schools for the blind and 39 schools for the deaf.

What’s next?

Teachers are currently implementing the Tusome activity. Pupils will be assessed again using these tools at the end of the period of implementation to determine levels of growth in these languages.

Contact

Jennae Bulat, PhD, Director of Teaching & Learning
International Education
+1.919.541.6872
jbulat@rti.org

www.rti.org/idg_education
https://shared.rti.org/
Follow @RTI_INTL_DEV
Follow @TangerineTool