



PHOTO: ALL CHILDREN READING GRANTEE, RESOURCES FOR THE BLIND, INC.

ALL CHILDREN READING: A GRAND CHALLENGE FOR DEVELOPMENT

ENHANCING EARLY GRADE READING OUTCOMES FOR LEARNERS WITH DISABILITIES

THE CHALLENGE

Globally, between 93 million and 150 million children are estimated to live with disabilities,¹ though actual numbers are likely higher. This means approximately 1 in every 10 children has a disability and 80% of these children live in developing countries.² Less than three percent are in school³ and the proportion that completes primary education is ten percent lower than children who do not have a disability. Fewer girls with disabilities attend school than boys.⁴

Education systems often do not accommodate these children's needs. A lack of suitable transport and infrastructure, inadequate teacher training, insufficient learning support or a dearth of high quality learning resources prevent children with disabilities from attending school or fully participating in it.

OUR COMMITMENT

All Children Reading identifies and brings to scale the most promising technology-based solutions that address barriers that prevent children with disabilities from learning to read. **The All Children Reading Partners—USAID, World Vision and the Australian Government— are committed to sourcing these solutions through grant and prize competitions, research and partnerships.** Ensuring that development cooperation is disability inclusive enhances aid effectiveness and contributes to sustainable economic growth and poverty reduction.⁵

1. Education For All Global Monitoring Report 2015, p.100.
2. World Report on Disability, WHO & World Bank, 2011.
3. Convention on the Rights of Persons with Disabilities, The United Nations, <http://www.un.org/disabilities/default.asp?id=150>, 2007.
4. World Report on Disability, World Health Organization, http://www.who.int/disabilities/world_report/2011/en/index.html, 2011.
5. Development for All 2015-2020: Strategy for strengthening disability-inclusive development in Australia's aid program, May 2015.



All Children Reading is an ongoing series of competitions that leverages science and technology to create and apply scalable solutions to improve literacy skills of early grade learners in developing countries

SOURCING SOLUTIONS

GRANT COMPETITION

Benetech (2015 - ongoing)

India: Accessible, grade-level books to children who are blind/low vision by adding Marathi human-narrated audio capabilities to stories that can be read on low-cost audio devices in conjunction with Bharati braille.

Catholic Relief Services (2015 – ongoing)

Lesotho: Innovative technologies for braille production and translation coupled with a Teacher Resource Guide and training.

Institute for Disabilities Research and Training, Inc. & École Nationale Supérieure des Mines de Rabat

(2015 – ongoing)

Morocco: Assistive technology that enables users—especially educators—to easily create and publish Moroccan Sign Language supported educational materials for children who are deaf/hard of hearing.

Perkins International (2011 - 2013)

Ghana: Inclusive education teacher training, family and community engagement, assistive technology literacy kits, and a local Braille repair system.

Resources for the Blind, Inc. (2015 - ongoing)

Philippines: Training and technology for the Department of Education to create and upload accessible versions of materials and to students and parents of children who are blind/low vision.

PRIZE COMPETITIONS

Enabling Writers

SIL International's release of *Bloom* 3.5, an easy book writing software, includes an EPUB output for e-books and a "Talking Book" function that enables authors to record audio.

Assistive Technology-focused Prize

All Children Reading anticipates launching a prize competition in 2016 focused on the needs of children with disabilities.

RESEARCH

ADAPTING THE EARLY GRADE READING ASSESSMENT (EGRA)

EGRA adaptation for blind/low vision

In India, Lesotho, and the Philippines, All Children Reading conducted several of the first EGRA-Braille adaptations in the world. Our approach included:

1. Key personnel from Disabled People's Organizations and teachers with knowledge of the braille used by children supported the **adaptation** process.
2. Children who are blind/low vision **pre-tested** the instrument to provide feedback on the tool's appropriateness, including braille size, spacing on the page and contractions.
3. Based on the experiences of the children and teachers, the EGRA was **revised** to better capture the target population's ability range.
4. The tool was **piloted** with a new, larger sample prior to validation and finalization.

Assessors were trained to administer the braille EGRA on paper and on tablets. Scores were captured using the Tangerine® app and results are included in each EGRA baseline report, available on our website.

Reading assessment for deaf/hard of hearing

In Morocco, All Children Reading is developing an approach to measure reading abilities for children who are deaf/hard of hearing and use Moroccan Sign Language (MSL). A technical design team will adapt existing reading assessment tools to enable MSL-translated administration and MSL responses from the students.

