The purpose of this study was:

1) to analyze aggregated student assessment data from grade 1 students at a public government primary school in Northern Tanzania to determine the efficacy of a curriculum based screen tool
2) to examine current practices of special education and inclusion for Tanzanian children in the early grades.

This project is a study and a service to the community.

Study Design

In cooperation with an NGO, we administered a curriculum-based assessment based on national curricula and community funds of knowledge that are critical for life and vocational skills for children in Tanzania (Stone-MacDonald, 2013). The assessment was administered to all children in grade 1 to identify those children who were struggling the most in school at the beginning of grade 1 (their first year of school).

This study used a three-pronged approach data collection strategy:

1) assessment data from 286 grade 1 students (2013, 2014) 2) ethnographic classrooms observation notes
3) Teacher and parent interviews using a social-emotional and adaptive skills questionnaire with families of children in the lowest 10% on the assessment and general parent interview.

Participants

• 286 grade 1 students assessed
• 46 were identified for further assessment through parent & teacher interviews
• 3 of 4 teachers were interviewed
• 20 parents/guardians were interviewed from year 1 and 24 from year 2

All interviews were conducted in Swahili by a local teacher/collaborator with researcher present to ask additional questions.

For Additional Information on the Study and Project

My blog: http://blogs.umb.edu/angelastone
The Toa Nafasi Project Website: http://toanafasi.org
Email: angela.stone@umb.edu

References

