

DELITES: Deaf Education Language of Instruction Transition in Education Systems

STUDY OVERVIEW

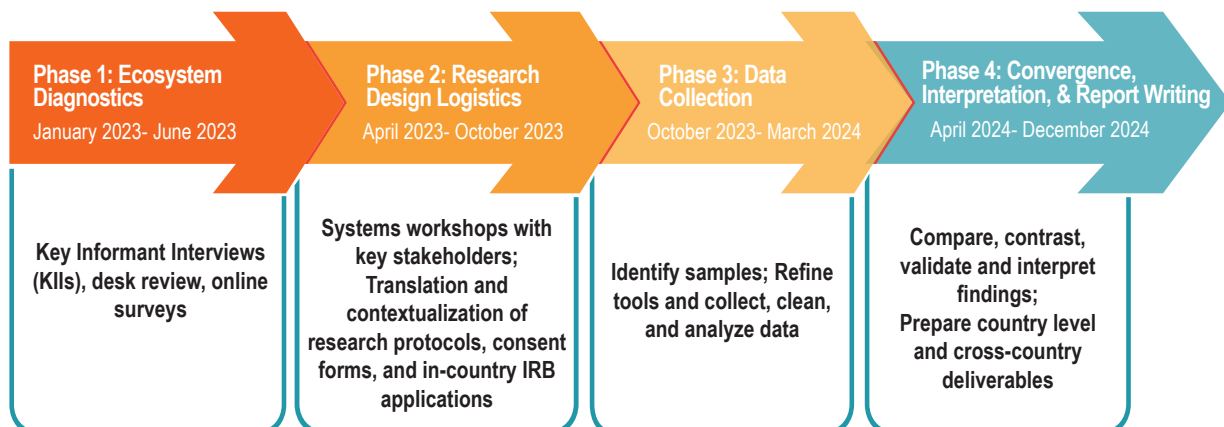
Deaf* learners in low- and middle-income countries (LMIC) are often marginalized in their education systems and face challenges due to inadequate exposure to signed languages in their homes and communities, resulting in language deprivation and later learning challenges. These constraints pose barriers to deaf students' development of reading skills in non-signed languages, which are vital for their long-term educational success. More research on multilingual language and literacy acquisition for deaf learners in LMICs is vital to informing policy and practice to improve these conditions and outcomes. Building upon a related study on Language of Instruction Transitions in Education Systems (LITES), focused on hearing students, SHARE is conducting a multi-country study that aims to inform policy and practice so as to better support the language and literacy development of deaf learners. Led by a team of deaf education scholars and experts in foundational skill development for deaf children, this study, called DELITES (Deaf Education Language of Instruction Transitions in Education Systems) will work intimately with the deaf community in local contexts in a first of its kind study.

* In this context, 'deaf' is used as an all-inclusive term, to include people who may identify as deaf, deafblind, deafdisabled, hard of hearing, late-deafened, and hearing impaired.

RESEARCH GOAL & QUESTION(S)

The overall objective of the DELITES study is to provide decision makers with information on how to support foundational language and literacy acquisition for learners who are deaf in upper primary school through policy design and implementation. *DELITES will explore the adequacy and progress in policy approaches, system factors and local-level (both home and classroom) conditions and practices regarding deaf education language and reading acquisition, in themes like:*

- Policy prioritization, policy design, program implementation, and uptake
- Classroom and home conditions and their relationship to learning outcomes
- Psycholinguistic factors (skills transfer across languages)



QUICK STATS

FUNDER: USAID's Inclusive Development Hub

YEARS ACTIVE: 2022-2024

PROJECT LEAD: University of Notre Dame (PI: TJ D'Agostino)

CO-PRIMARY INVESTIGATORS: Chris Kurz, Patrick Graham, Leala Holcomb, & Thomastine Sarchet

IMPLEMENTATION LOCATIONS:

- Malawi
- Rwanda
- The Philippines